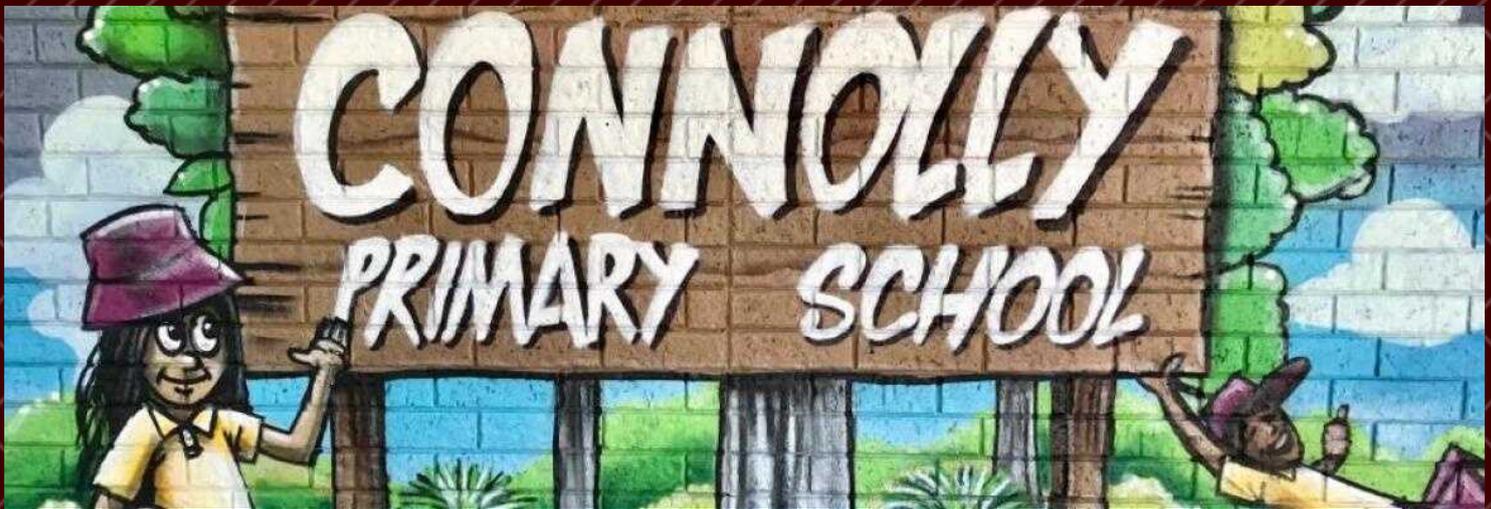
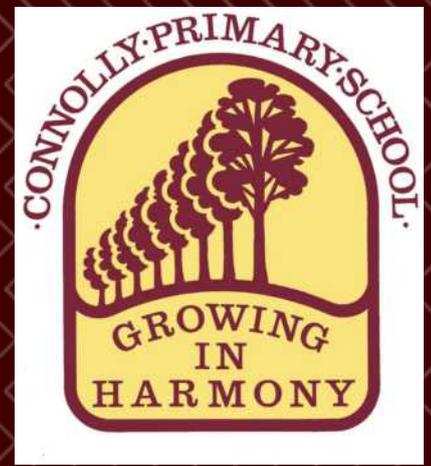
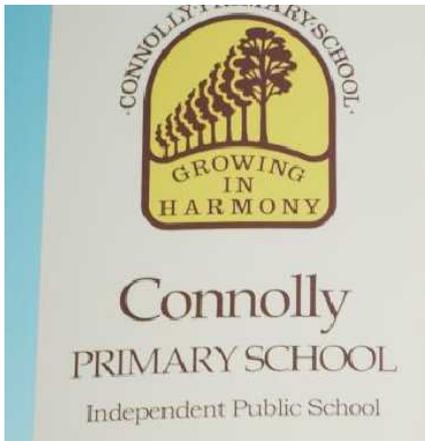


# ANNUAL REPORT 2019

CONNOLLY PRIMARY SCHOOL





# Welcome to Connolly Primary School

The Annual Report for Connolly Primary School provides parents and the wider community with information about our school, the learning programs we offer and the performance of the student population. The report identifies our many successes and achievements, as well as areas where we hope to improve.

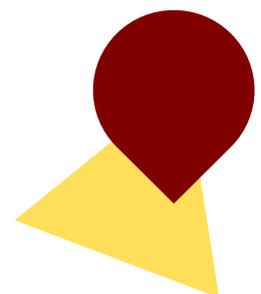
The report is made up of:

- School Overview - This section of the report provides information about school context, our students, the staff and the curriculum we offer. This section also includes data on a range of operational matters such as attendance, student destinations, parent participation and our School Board.
- Business Plan 2018 - 2020 Update - In this section of the report, information is provided on: Business Plan, Policy Updates, Highlights & Financial Summary.
- Student and School Achievement Information – The final section of the report provides information about the students' achievements, school survey data and analysis.

We encourage the parents of our school community to peruse the report.

David Womersley  
Principal

Tom McLean  
Board Chair



## The School

As an Independent Public School we have a strong sense of nurturing, inclusiveness and community. We strive to provide our students with a quality educational environment to empower each child to grow academically, socially and emotionally. At Connolly Primary School we place a strong focus on developing and supporting each child to reach their potential.

Catering for students from Kindergarten to Year 6 our students are provided with excellent educational opportunities designed around their individual needs. We offer specialist programs in Physical Education, Science, Performing Arts and Japanese. We also run a specialist instrumental music program.

Our teaching and support staff are experienced, dedicated and committed to ensuring each child is a successful student. We have high expectations of our students and drive continuous improvement through the adoption of innovative, effective and evidence-based teaching strategies.

Connolly Primary School has an exceptional Student Services Program, incorporating Special Educational Needs and Pastoral Care. Our school was a Teacher Development School for Special Educational Needs that provided us a network to share and develop our outstanding practices with other schools across Western Australia.

This year, as part of the Ocean Reef Education Network (OREN) we have been part of the Teacher Development School Innovation and Partnership Project for Digital Technologies. This two-year project has involved us working, as a network with schools across WA, the National Innovation Unit, The Knowledge Society and Department of Education to produce a program that will help other schools to develop in this critical area. We presented at a major expo in November and we have mentored Poseidon Primary School in the use of a whole school approach to work flow.

## Staff Profile

The staff at Connolly Primary School are all registered with the Teachers' Registration Board of Western Australia and have appropriate teaching qualifications.

We have twenty-five teaching staff including the Principal and two Associate Principals.

Our teaching staff are experienced and dedicated. We have seven staff who have achieved Level Three Teacher status. This is the highest level a classroom teacher can achieve in their career. A further nine teachers at the school hold the status of Senior Teacher Level Two, the second highest career position that can be achieved in the public school system. We have twenty-three support staff ranging from cleaning staff to educational assistants, office staff and school chaplains.

Mrs Kerryn Hodgkin and Mrs Nicola Patel joined the staff. Mrs Chantelle Cochrane was appointed Associate Principal and Mrs Fiona Stott retired.

The executive team, Manager Corporate Services and 2 level three teachers undertook a major department run professional development that will drive the school improvement agenda for at least the next 5 years. All staff participated in professional learning with the main emphasis on Digital Technologies, explicit teaching in Literacy and mathematics and Talk4Writing.

A new Centre for Excellence for the Explicit Teaching of Literacy was established with 20 schools chosen for the first round of internships. After taking part in a rigorous selection process we were chosen as one of the first cohort schools. Mrs Justine Fitzgerald was appointed as our intern. We had initial training with Curtin University and partnered with a recognised school of excellence. Mrs Fitzgerald and Mrs Coyle and myself visited the school to observe explicit teaching in action. Staff will visit the school in 2020 and staff from the school will visit Connolly PS to observe our teachers in action.

School enrolments remained steady and we opened 2019 with 404 students. This was pleasing as more Year 6 students moved on to a high school than Kindy students enrolled. The school has a small population of Aboriginal or Torres Strait Islander enrolments, representing approximately 1.7% of the student population. Some 4% of students come from a language background other than English. This is a 3% decrease from the previous year. Some 59% of our students come from out of area confirming that we are a school of choice.



## Attendance 2019

Year	Attendance Rate %
Kindy	93.2%
Pre-Primary	93.2%
Year 1	94.6%
Year 2	93.2%
Year 3	92.9%
Year 4	92.4%
Year 5	93.8%
Year 6	93.2%



The attendance rates were on a par with like schools and above WA Public Schools. The attendance rate of our Aboriginal students is well above (over 6%) of like schools and significantly above (15%) of WA Public Schools. The overall attendance rate, over 93%, is satisfactory.

## Student Destination Data Year 6

Year	Ocean Reef SHS	Belridge SC	Other Public Schools	Non Public Schools
2018	39%	12.5%	22%	26.5%
2019	31%	16%	27%	26%

## School Priorities

The school continued to be strongly focused on improvement in the areas of Literacy, numeracy and digital technologies in 2019. Overarching strategies included: -

- Teachers will plan, teach and assess using the Western Australian Curriculum.
- A continued commitment to, and use of, the Whole School Approaches & Connolly PS Curriculum Maps.
- All staff to engage in analysis and interrogation of student academic achievement data collected as part of our assessment schedule.
- Differentiation of curriculum, through group and/or one-on-one learning, to support the individual needs of students.
- Education Assistants to assist teachers in the delivery of learning programs.
- Early Childhood and Junior Primary teachers will follow the principles, practices and learning outcomes set out in the Early Years Learning Framework and the National Quality Standards.
- Engage with the Ocean Reef Education Network (OREN) to establish regular moderation procedures.
- Provision of shared DOTT, after-school, team meeting and Staff Development Day times to support staff collaboration.
- Resource purchasing to prioritise the HASS, Science, and Technologies curriculum areas.

## Our Curriculum

Connolly Primary School offers a curriculum which is consistent with the Western Australian Curriculum and Assessment Outline for Years K-10.

In 2019, a further review of curriculum practices was undertaken, and the school's Whole School Approach document and Curriculum Map for Protective Behaviours and Science, Design and Technologies were updated and curriculum threads in mathematics were developed.

## Student Welfare

Our school recognises and believes strongly in the importance of developing the whole child. We therefore have a strong focus on the pastoral needs of our students. In addressing this need, the school: -

- Has a strong commitment to managing issues related to bullying.
- Continued to utilise a buddy program. Classes meet regularly and conduct activities, with the aim of enhancing the children's social skills and the overall tone of the school.
- Offered specific curriculum to support students' social development.
- Continued the Upstander Award to acknowledge children who displayed outstanding citizenship.
- Our School Chaplains, Mrs Luzanne Smit and Mrs Jodi Ingham are an integral part of our community. They run specific programs such as In Real Life with our Year 4 girls and Equip with our Year 5 boys.
- Maintained structures to manage the behaviour of students throughout the school include the use of commendations, merit certificates and classroom procedures. The Levels of Behaviour Program has been extended to include playground behaviours and is used consistently throughout the school.

## Supporting Student Learning

We offered a number of programs to support students experiencing challenges with their learning. In keeping with the philosophy of early intervention, these programs were targeted at students in the early years of schooling.

The school continued the Support-a-Reader program under the coordination of Ms Cheryl Hill. We have a dedicated group of volunteers who work with students experiencing difficulty with reading. This support is greatly appreciated, as the program has impacted positively on student learning.

The administrative team has taken a case management approach with their teaching commitment. This has been directed towards English and Mathematics; meeting the needs of specific groups of students especially Year 4 students identified through Year 3 NAPLAN results.

Modifications to classroom programs in the form of individual and group education plans have also been used to support students needing specific planning to address particular needs. This has included children requiring learning support, as well as extension.

15 students have had the opportunity to participate in the Primary Extension and Challenge Program (PEAC). This is an off-site supplementary program offered by the Government School System for students identified as gifted and talented.

Children identified as having special educational needs are tracked through a school-wide record system so that teachers receive information about individual students' needs and a history of the support the child has received.

## Parent Participation

Our P&C Association continues to contribute enormously to our school community. I would like to acknowledge the Executive for their excellent leadership of the Association. In 2019 the P&C provided: a giant fan in the undercover area, funding for gardens, lease payment for a LCD screen and paint for the Year 6 play area. They provided book prizes, graduation venue and cake.

The P&C Association contribution represents more than \$20,000 of resources, which is an outstanding achievement.

The school encourages parent engagement in a wide range of ways and this has included parents providing in-class support, attending excursions, assisting with school events such as carnivals and supporting programs such as Support-A-Reader. This support adds tremendous value to the quality of our educational endeavours and is deeply appreciated by the staff.

The school has a before, after and school holiday program operated by OSH Club.



## School Board

Our School Board continues to function in a manner consistent with the expectations of an Independent Public School. The Board has closely monitored the school's progress in addressing the targets and associated strategies outlined in the Business Plan. The School Board met four times during 2019 and discussed and reviewed a wide variety of issues including:

- Annual Report 2018
- Target setting – measurable targets
- Data Analysis – NAPLAN 2019
- Violence in Schools
- Good Standing Policy
- Innovation and Partnership Strategy
- Leading School Improvement
- CPS Play Policy
- Parking
- Business Plan 2018-2020
- Budget 2019
- Induction Update PD Days 2020
- Contributions and Charges
- Personal Use Items



# Business Plan 2018 - 2020

The School Business Plan 2018-2020 was approved by the school board and is based around 5 pillars.

**Pillar 1: Collaborative, consistent and targeted implementation of the Western Australian Curriculum to improve student outcomes.**

**Pillar 2: Encourage student engagement and a sense of belonging.**

**Pillar 3: Immerse students in learning for the 21st Century through the utilisation of digital technologies across each stage of the learning cycle.**

**Pillar 4: Provide a positive learning environment which ensures safety, engagement, appropriate behaviour, and mental health & well-being.**

**Pillar 5: A continued commitment to proactive and consultative school leadership and governance practices.**

We continued to review our business plan throughout the year and the major changes we made were a change to our school vision as a result of the leading school improvement process.

Our old vision was, "For every child to achieve their full potential in an inclusive and engaging environment that promotes learning, innovation and collaboration, and which celebrates success."

Our new vision is, "**Enriching our students' lives through learning.**"

We also changed some key initiatives and learning programs. Our specialist programs, especially music, have embraced digital technologies particularly with See Saw and the interactive panel in the Music Room.

We reviewed the academic targets. We dropped them from 5% to 3% as we felt we would not achieve 5% at the moment as 3% is more realistic.

## Policy Review and Changes

We undertook a review of a number of policies including a major revision of our Play Policy.

As a result of the Minister's Violence in School directive we have developed a Connolly PS Good Standing Policy, approved by the school board, and added to our behaviour management policy.

We also undertook a review of our whole school approach to the levels of behaviour ensuring consistency in both classroom and playgrounds.

We developed a draft mobile phone policy in response to a Government directive. The Department of Education produced a policy which did not allow student use of mobile phones in public schools unless for medical or teacher directed educational purposes. Students from Kindergarten to Year 6 are not permitted to have mobile phones in their possession during the school day. We will implement this policy in 2020.

Copies of the school's business plan, operational plans and policy documents are available from the school website at [www.connollyps.wa.edu.au](http://www.connollyps.wa.edu.au)



# School Highlights 2019

Our school has enjoyed another year characterised by successes for our students, our staff and the wider school community.

## Term 1

- Mrs Hodgkin and Mrs Patel joined the staff
- Teacher Development School – Digital Technologies
- Beach Swimming Year 5 and 6
- Year 6 Camp
- ANZAC Day Service

## Term 2

- Girls Soccer – winners Collette Macallum Northern Region Champions Soccer Cup
- Girls Soccer – runners up in State Championship Soccer Cup
- State Library incursion for Year 5
- Mother's Day stall and Morning Teas
- NAPLAN
- Cockman House Excursion Year 2
- Kindy Farmyard on Wheels incursion
- Interschool Cross Country
- Year 4 Duyfken Excursion,
- PP-Y4 swimming lessons
- Winter Carnival
- Y6 Fremantle Maritime Museum excursion



## Term 3

- Year 1 Buckingham House Excursion
- Year 3 Urban Indigenous incursion
- Languages Week
- Edudance
- Science Week
- Boys won the School Sport WA, Northern Region Soccer Championship
- Boys Soccer – runners up in State Championship Soccer Cup
- Pre-Primary Excursion – Browne's Dairy
- Open Night and Book Fair
- State Cross Country
- Science Week
- Faction and Interschool Carnivals
- Massed Choir Festival

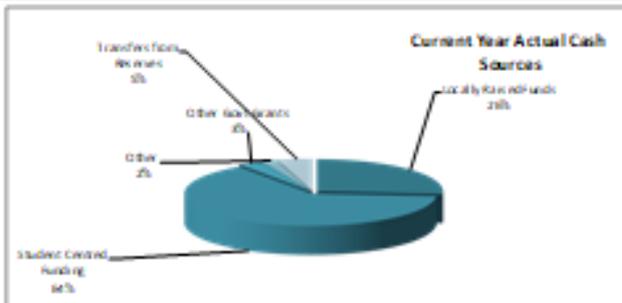
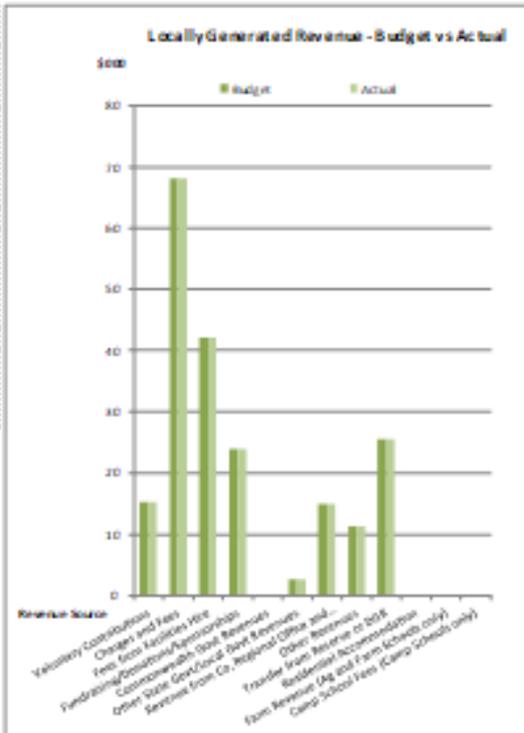
## Term 4

- Year 5/6 Dance lesson begin
- Japanese Exchange students from the Gunma Kokusai Academy
- Math's Week
- National Outdoor Classroom Day
- Ripper Recess raised over \$2000
- Health Week
- Zoo, Latitude, King's Park, Optus Stadium and Movie excursion
- Year 6 Hogwart's day
- Graduation and Dinner/Dance

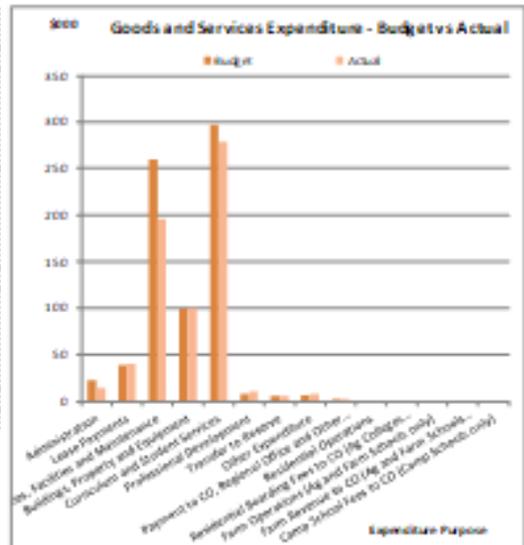


**Connolly Primary School**  
Financial Summary as at  
31 December 2019

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 15,276.00	\$ 15,276.00
2 Charges and Fees	\$ 68,098.00	\$ 68,077.69
3 Fees from Rad Hires Hire	\$ 42,107.00	\$ 42,107.27
4 Fundraising/Donations/Sponsorships	\$ 23,992.00	\$ 24,009.27
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 2,632.00	\$ 2,638.82
7 Revenue from Co. Regional Office and Other Schools	\$ 15,000.00	\$ 15,000.00
8 Other Revenues	\$ 11,298.00	\$ 11,298.97
9 Transfer from Reserve or DGR	\$ 25,513.30	\$ 25,513.39
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>\$ 203,895.30</b>	<b>\$ 203,905.81</b>
Opening Balance	\$ 171,867.00	\$ 171,867.27
Student Centred Funding	\$ 303,971.35	\$ 303,971.76
<b>Total Cash Funds Available</b>	<b>\$ 680,734.25</b>	<b>\$ 680,744.84</b>
<b>Total Funds Available</b>	<b>\$ 680,734.25</b>	<b>\$ 680,744.84</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 22,900.00	\$ 14,225.14
2 Lease Payments	\$ 38,704.00	\$ 40,108.05
3 Utilities, Facilities and Maintenance	\$ 259,584.00	\$ 196,338.15
4 Building, Property and Equipment	\$ 99,517.00	\$ 100,982.23
5 Curriculum and Student Services	\$ 86,881.25	\$ 274,383.53
6 Professional Development	\$ 7,500.00	\$ 11,079.68
7 Transfer to Reserve	\$ 5,809.00	\$ 5,809.00
8 Other Expenditure	\$ 6,676.00	\$ 7,298.03
9 Payment to Co. Regional Office and Other Schools	\$ 2,037.00	\$ 2,037.00
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>\$ 669,734.25</b>	<b>\$ 654,817.81</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 669,734.25</b>	<b>\$ 654,817.81</b>
Cash Budget Variance	\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 157,969.28
Wells Fargo	\$ -
General Fund Balance	\$ 171,867.03
Deductible Gift Funds	\$ 586.00
Trust Funds	\$ -
Asset Replacements Reserves	\$ 71,076.89
Suspense Accounts	\$ 1,000.00
Cash Advances	\$ -
Tax Provisions	\$ 1,588.10
<b>Total Bank Balance</b>	<b>\$ 157,969.28</b>

# Student and School Achievement Information

## English

The students' performance in English was measured through the NAPLAN English Assessments in Years 3 and 5.

Our Pre-Primary students completed the On-Entry Assessments. These assessments allow schools to identify the skills and understandings that our students have upon beginning compulsory schooling.

### On-Entry Assessment

The On-Entry Assessments for English focus on three areas, Speaking and Listening, Reading and Writing.

When assessed during Term 1, our Pre-Primary cohort achieved results well above the overall results for the state in all three areas.

### Reading - NAPLAN

The following tables indicate the children's achievement against the minimum national standard, and the distribution of students compared nationally.

Our Year 3 results showed we are above the national mean in writing and grammar and at national mean in spelling and reading. We are above WA Schools mean in all areas.

Our Year 5 cohort were 3% below the Australian mean and 2% below the state mean in reading.

Reading National Minimum Standard Data				
Year	Year Level	Below Standard	At Standard	Above Standard
2018	3	12%	10%	78%
2019	3	0%	9%	91%
2018	5	1%	12%	87%
2019	5	8%	18%	74%
Reading Distribution				
Year	Year Level	Bottom 20%	Middle 60%	Top 20%
2018	3	24%	63%	12%
2019	3	12%	69%	19%
2018	5	13%	75%	12%
2019	5	25%	52%	23%

## Writing- NAPLAN

Our Year 3 cohort achieved a mean NAPLAN writing score 2.6% above the national mean and 3.3% above the state mean. Our Year 5 cohort achieved a mean NAPLAN writing score 2.4% below the Australian mean, and 1.7 % below the state mean.

The following tables indicate the children's achievement against the minimum national standard, and the distribution of students compared nationally.

Writing National Minimum Standard				
Year	Year Level	Below Standard	At Standard	Above Standard
2018	3	8%	8%	84%
2019	3	0%	2%	98%
2018	5	3%	10%	87%
2019	5	8%	22%	70%

Writing Distribution Data				
Year	Year Level	Bottom 20%	Middle 60%	Top 20%
2018	3	27%	69%	4%
2019	3	5%	83%	12%
2018	5	12%	77%	12%
2019	5	20%	61%	18%

### Language Conventions - NAPLAN

Our Year 3 cohort achieved a mean NAPLAN Grammar score above the national and state means. The Year 5 cohort score was 1.2% below the national mean and 1% below the state mean.

The following tables indicate the children's achievement against the minimum national standard, and the distribution of students compared nationally.

Punctuation and Grammar National Minimum Standard				
Year	Year Level	Below Standard	At Standard	Above Standard
2018	3	12%	12%	76%
2019	3	0%	7%	93%
2018	5	2%	18%	80%
2019	5	8%	16%	76%

Punctuation and Grammar Distribution Data				
Year	Year Level	Bottom 20%	Middle 60%	Top 20%
2018	3	24%	65%	11%
2019	3	7%	74%	19%
2018	5	20%	62%	18%
2019	5	19%	60%	21%

There was a significant decrease in the percentage of Year 3 students achieving in the bottom 20%; 2019 saw an increase in the middle band and an increase in the top band.

Both the minimum standard data and the distribution data for the Year 5 cohort remained comparable for the last two years however we had a slight increase in the number of students in the top band.

### Spelling – NAPLAN

Our Year 3 cohort achieved a mean NAPLAN Spelling score which was above the state and comparable with the national mean scores.

Our Year 5 cohort were 1.4% below both the state and national means.

Spelling National Minimum Standard Data				
Year	Year Level	Below Standard	At Standard	Above Standard
2018	3	6%	22%	72%
2019	3	0%	2%	98%
2018	5	3%	5%	92%
2019	5	12.5%	14.5%	73%
Spelling Distribution Data				
	Year Level	Bottom 20%	Middle 60%	Top 20%
2018	3	33%	58%	9%
2019	3	7%	76%	17%
2018	5	8%	72%	20%
2019	5	30%	44%	26%

### Mathematics

The students' performance in Mathematics was measured using the On-Entry Assessment at Pre-Primary, and through the NAPLAN Numeracy Assessment in Years 3 and 5.

### Numeracy – On-Entry

Our students have continued to demonstrate higher than expected achievement in this area.

### Numeracy – NAPLAN

Our Year 3 results were above both the state and national means. There was a significant increase in the percentage of students above standard.

Our Year 5 results are comparable to both the state and national means.

The following tables indicate the children's achievement against the minimum national standard, and the distribution of students compared nationally.

Mathematics National Minimum Standards Data				
Year	Year Level	Below Standard	At Standard	Above Standard
2018	3	2%	18%	80%
2019	3	0%	2%	98%
2018	5	2%	13%	85%
2019	5	4%	6%	90%

Mathematics Distribution Data				
Year	Year Level	Bottom 20%	Middle 60%	Top 20%
2018	3	24%	69%	7%
2019	3	5%	76%	19%
2018	5	15%	61%	24%
2019	5	17%	62%	21%

## School Survey Data

### Parent Surveys

In 2018, parents were invited to provide feedback to the school as part of the National School Opinion Surveys Program. Parents will be surveyed again in 2020.

Parents were provided with a series of statements and were asked to score these according to the following scale.

It was very disappointing that we received only 43 responses.

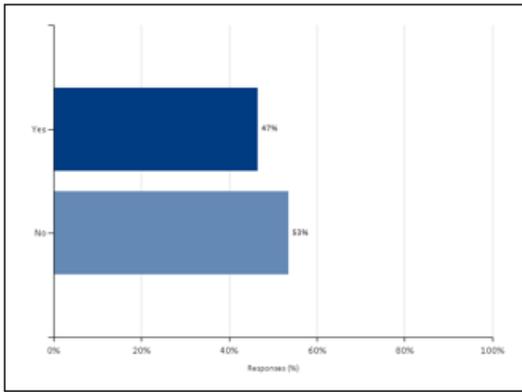
Strongly Agree	5
Agree	4
Neither agree or disagree	3
Disagree	2
Strongly Disagree	1

A summary of the averaged results is given below.

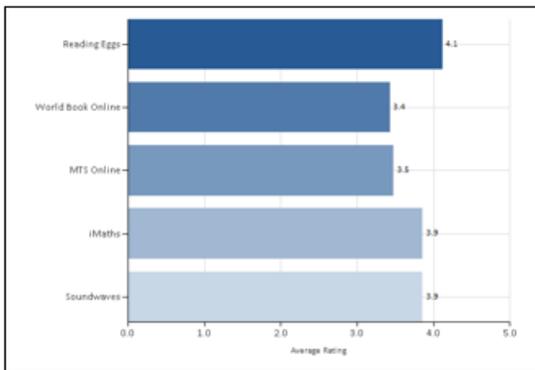
### 1. Successful Students/Effective Teachers

Teachers at this school expect my child to do his or her best.	4.1
Teachers at this school provide my child with useful feedback.	3.8
Teachers at this school treat students fairly	4.0
I can talk to my child's teacher about my concerns.	4.4
This school looks for ways to improve.	4.0
Teachers at this school motivate my child to learn.	4.1
My child is making good progress at this school.	4.0
My child's learning needs are being met at this school.	4.0
This school works with me to support my child's learning.	3.8
I am satisfied with the overall standard of education achieved at this school.	4.0
I would recommend this school to a friend.	4.1

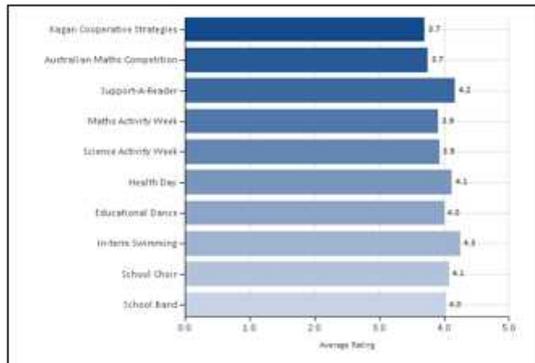
**2. Would you support a Bring Your Own Device Trial in 2019 to support curriculum learning?**



**3. Would you support a Bring Your Own Device Trial in 2019 to support curriculum learning?**



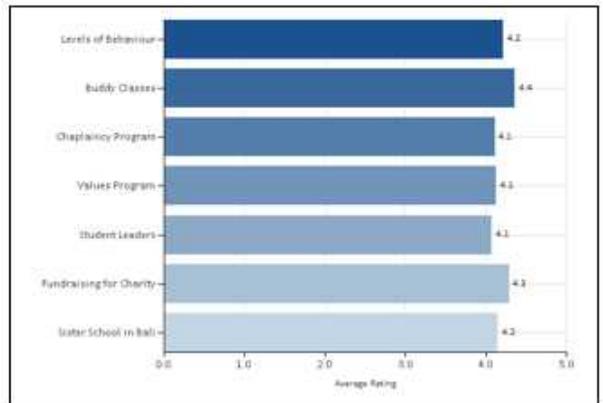
**4. The following additional programs/initiatives are included in our curriculum**



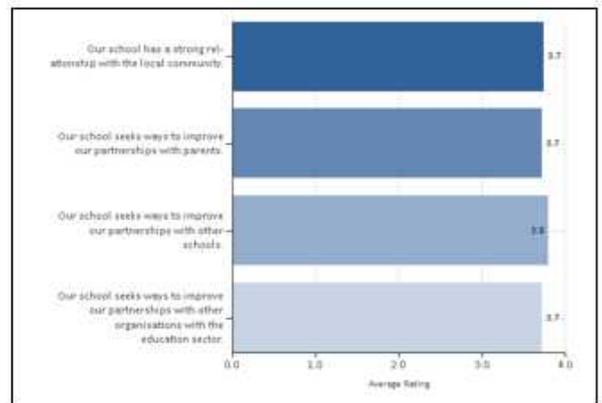
**5. A Safe and Supportive Learning Environment**

This school is well-maintained.	4.3
My child feels safe at this school.	3.9
Student behaviour is well-managed at this school.	4.3
My child likes being at this school.	4.2
This school takes parents' opinions seriously.	3.9
This school works with me to support my child's learning	4.1
I would recommend this school to others.	4.1
This school is well led.	3.8
My child feels a sense of belonging at this school	3.7

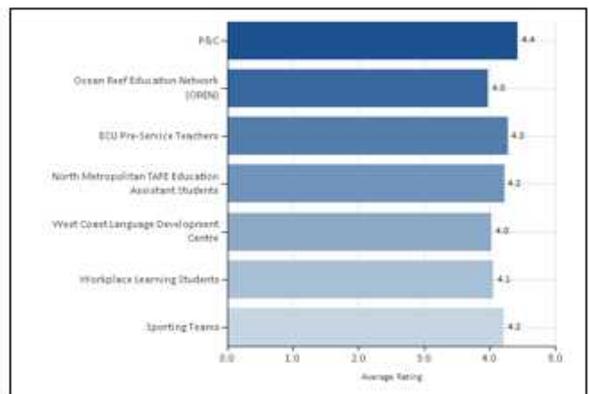
**6. We run the following programs to support the learning environment.**



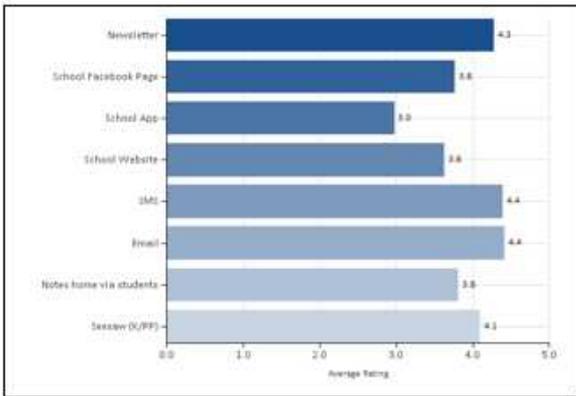
**7. Our school believes that partnerships are important in supporting our students.**



**8. The following external partnerships are important to the school.**



**9. The school communicates with parents in a number of ways.**



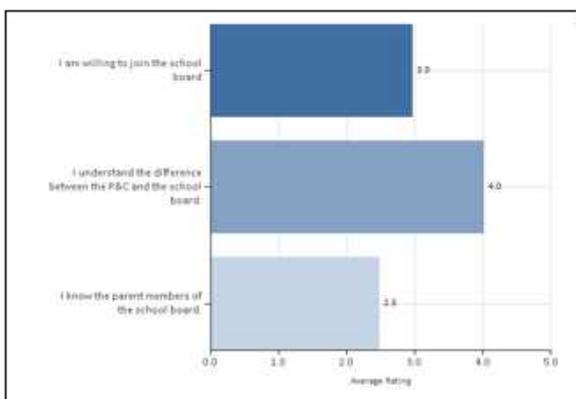
It was clear that parents were supportive of Kagan strategies, but needed more information. They also supported the special events such as maths week, science Week and Health Week. There was also strong support for Choir, and Band, but these are limited to older students.

**A Safe and Supportive Learning Environment**

Parents agreed that children feel safe at Connolly PS and that behaviour is managed well. Only 4 parents said they would not recommend the school to others. 5 parents don't believe the school is well led, but 86% agree their children like being at our school.

Apart from our sister school in Bali (75%), the majority of parents, 80%+ were supportive of all the programs.

**10. One Important partnership is the one with the School Board**



**Partnerships**

Many parents did not express an opinion, but over 60% recognised we have a strong relationship with the community and we seek ways to improve our partnerships with parents.

88% of parents were supportive of the P&C and 80% valued our partnerships with UWA, ECU and local sporting teams. 36% of parents were unsure about our partnership with Ocean Reef Education Network (OREN) and this is a marked improvement from the last survey, but we still need to provide more information to parents throughout the year.

**Successful Students/Effective Teachers**

Overall, parents are very happy with the school. Parents agreed that we have high expectations for their children and 86% are satisfied with the overall standard of education. 7% of parents were dissatisfied with the quality of the feedback they received about their child's school work. This is an improvement from the previous survey, but it is still an area for further development.

**Curriculum**

89% of parents were satisfied that Reading Eggs was a worthwhile program, but parents clearly did not know much about the others, especially MTS Online and World Book. This is an area that we could improve in 2019.

There was strong support for additional programs such as Edudance, Support A Reader, swimming and after school sports.

**Communication**

The school communicates with parents in a wide variety of ways and we were concerned that parents were being 'bombarded' with the same information from many sources.

It was clear from the survey that parents preferred to receive information through the newsletter, Facebook, SMS, SeeSaw and email. The least popular was the school app with 32% of parents disagreeing it was useful. We will consider abandoning it next year.

**School Board**

Results indicate that few parents would join the Board. The majority of parents knew the difference between the role of the Board and the role of the P&C. A significant number did not know the parent representatives on the Board. These results will be discussed at the next Board meeting.

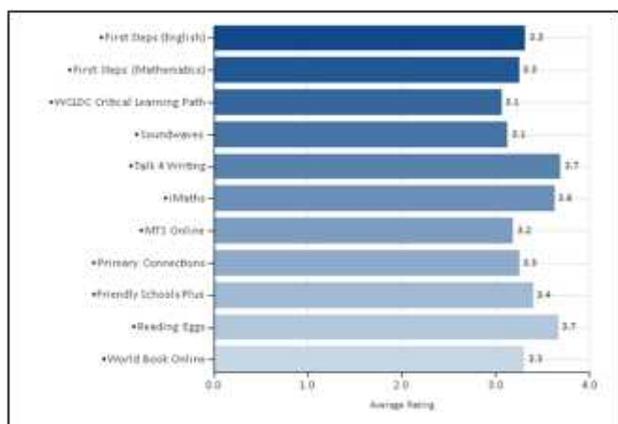
## Staff Surveys

In 2018, staff were invited to provide feedback to the school as part of the National School Opinion Surveys Program. Staff will be surveyed again in 2020.

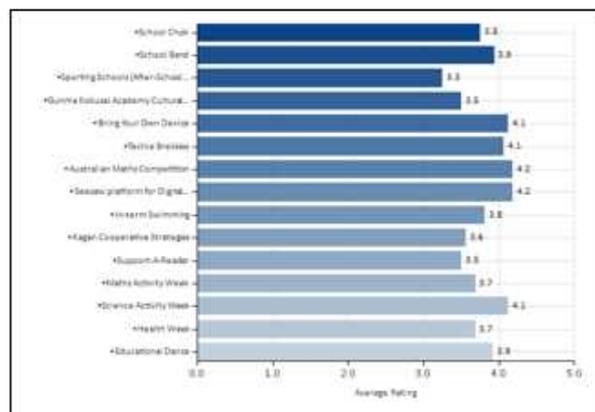
### 1. Successful Students/Effective Teachers

Teachers at this school expect students to do their best.	4.6
Teachers at this school provide students with useful feedback about their school work.	4.3
Teachers at this school strive to motivate students to learn	4.6
Our school is well resourced with learning aides and materials.	3.9
Our school is well resourced with ICT infrastructure	4.1
This school facilities and equipment are well-maintained.	3.4
Students learning needs are being met at this school.	4.1
Our school works with parents to support students' learning.	4.6
Our school seeks ways to improve teaching and learning.	4.6
I am confident in the implementation of the Western Australian Curriculum.	4.4
Teachers at our school ensure teaching and learning is in line with our Whole School Approach documents.	4.5
I am confident in the analysis of standardised assessment data (On-Entry, NAPLAN, Off-Years NAPLAN).	4.2

### 2. The following curriculum support materials are included in strategic and operational planning.



### 3. The following additional programs/initiatives are included in strategic and operational planning.

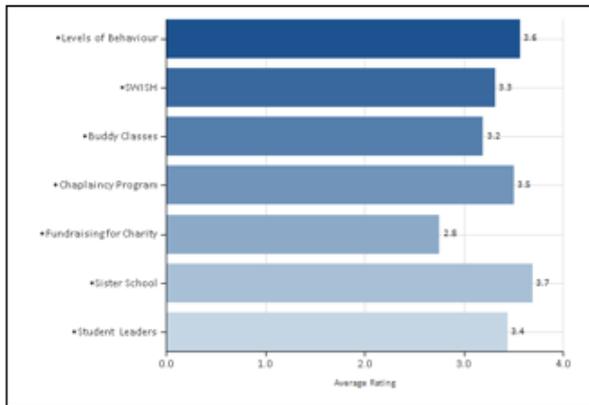


### 4. A Safe and Supportive Learning Environment

Teachers at our school care about our students.	4.7
Students feel safe at our school.	4.6
Students at our school can talk to their teachers about their concerns.	4.6
Parents at our school can talk to teachers about their concerns.	4.6
Student behaviour is well-managed at our school.	4.3
Our school grounds and play areas are suitable and well-maintained.	3.2
Our school seeks ways to build a safer, more caring learning environment.	4.4
Our school acknowledges staff feedback and suggestions.	4.4
I receive useful feedback about my work at our school.	4.0
Staff are well-supported by their peers at our school.	4.3
Staff are well-supported by the admin team at our school.	4.5
Our school has effective leadership structures in place.	4.3
I understand the SAER management processes within our school.	4.2
I am confident in the development of Individual/Group Education Plans using SEN Reporting.	4.1
School assembly should be held on Wednesday afternoon instead of Friday morning.	3.3

## Staff Survey Analysis 2018

### 5. The following additional programs/initiatives are included in strategic and operational planning

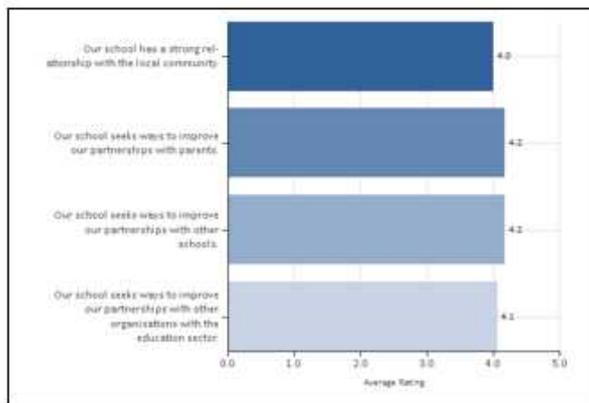


There were 18 responses.

### Successful Students/Effective Teachers

Overall, staff are extremely happy with the school. 94% agreed that we have high expectations for our children and 100% believe we provide useful feedback to the children about their school work. Staff are confident with WA Curriculum, data analysis, meeting the student's needs and seeking ways to improve. Staff identified school maintenance as an area of concern. This is being addressed and there are replacement plans in place and funding allocated accordingly.

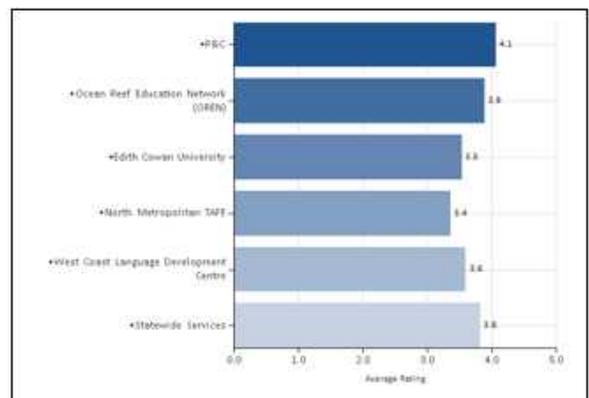
### 6. Partnerships



### Strategic and Operational Planning

Almost 80% of staff rated all curriculum support programs, as effective, very effective or highly effective. 100% rated Talk4Writing as effective, very effective or highly effective. However, a significant percentage rated Soundwaves and Friendly Schools Plus as having little effect. Staff will discuss next term.

### 7. The following partnerships are included in strategic and operational planning.



It was a similar result for additional programs/initiatives that were included in our planning. Staff rated most of the programs as effective but did not rate the Support a Reader or Kagan Cooperative Strategies as highly as the others.

Staff were asked to comment on further additional programs such as levels of behaviour, buddy classes and the chaplaincy program. Here again staff were extremely positive but questioned the worth of the SWISH (Specialist Reward Program), Buddy and Fundraising initiatives. This will be discussed during 2019.



## A Safe and Supportive Learning Environment

Staff overwhelmingly agreed that we provide a safe and supportive learning environment.

They believe that students and staff are supported by admin and that effective leadership strategies are in place. SAER processes are well understood and staff are confident in developing plans to support our SAER students. A significant number of staff had concerns about the suitability and maintenance of the school grounds and play area. These concerns are being addressed with P&C support.

## Partnerships

Staff recognised we have a strong relationship with the community and we seek ways to improve our partnerships with parents, other schools and other organisations.

***“Enriching our students’ lives through learning.”***

