



Madeley

Primary School



ANNUAL REPORT

2016

INTRODUCTION

Madeley Primary School's vision is to provide the Madeley community with a school that ***nurtures and promotes lifelong learners within a positive school community where respect is valued and independence and excellence is expected.***

This vision was written by staff and our School Board in 2016 as part of the process of preparing our new School Business Plan. In Term 1 of 2016 the previous Business Plan came to a conclusion with an independent review conducted by the Department of Education Services. This review was able to verify the school's self-review and used complementary information provided by the Department of Education and the Australian Curriculum, Assessment and Reporting Authority. Findings of the independent review are contained within a report which was posted onto the school website in 2016. <http://madeleyprimary.wa.edu.au/school-board/school-review-reports/>

The School Business Plan 2016 – 2018 was endorsed by the School Board in 2016 and is currently being implemented in our school. A copy of the Business Plan can be obtained on the school website <http://madeleyprimary.wa.edu.au/about-our-school/>. This report is an integral part of the school's reporting and accountability process which provides you with a snapshot of how our school performed in 2016. This report has been written by staff who are responsible for specific aspects of school operation.

Our staff are keen to celebrate their strengths and the success that can be observed through assessment data. They are also very self-reflective and regularly look for ways in which our school can improve. The data we collect through formal assessments, surveys and other sources helps us to determine our strengths, identify areas of concern and plan for future teaching and learning opportunities. We are proud of the professionalism displayed by our staff as well as all the hard work they undertook in providing your children with the best possible school environment in 2016. I hope that this report provides you with some practical and valuable information.

Additional information about school performance can be found on the Department of Education's School's Online website at:

<http://www.det.wa.edu.au/schoolsonline> or the My School website at www.myschool.edu.au

Stephen Bevan
Principal
Term One 2017



OUR SCHOOL CONTEXT

Our school is relatively new; it was opened in January 2009 and is a school community where your child will be motivated to achieve their very best. As part of a cluster consisting of nearby Ashdale Secondary College, Ashdale Primary School and Landsdale Primary School, we are well placed to provide your child with a world class education. As a cluster, we have a common purpose, a joint vision for the improvement, attainment, achievement and progression of young people. Our collaborative partnership means we have been able to develop a shared identity assisted by geographical proximity and a strong sense of being an inclusive community.

Our school is situated in the City of Wanneroo within a family friendly residential area with natural bushland and a community park on its western boundary. We are proud of our facilities which include modern teaching blocks, library, covered area, canteen, purpose built Art and Music rooms and two basketball courts.

Student numbers at our school have grown slowly over the past few years with our current enrolment sitting at around 530. We expect that student numbers will increase over the next couple of years with new housing developments being completed in the area.

Approximately 80% of our students speak English as their first language. The largest language group (other than English) is Macedonian. Student attendance data shows that attendance rates for all year levels are at or above the state mean.

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Approximately 25% of the foundation staff continue to work at the school. The percentage of permanent staff has increased with a greater number of permanent positions becoming available as the student population increased and then stabilised.

The school has a highly active and engaged P&C which meets twice per term. The P&C operates the school canteen as well as a range of fundraising events within the community. Key events include the Easter on the Green and dinner at the Crown. The P&C provides approximately \$20 000 to the school each year through fundraising events.

The School Board meets at least once per term. In 2016 the Board consisted of four parents and three staff members. The school has worked at providing greater opportunity for the School Board to actively engage in the planning and review processes of the school. In 2016 the School Board actively participated in reviewing and endorsing planning documents and a range of assessment data including: 2015 Annual Report, 2016 Budget and Strategic Plans, Contributions and Charges, Business Plan targets and community surveys.

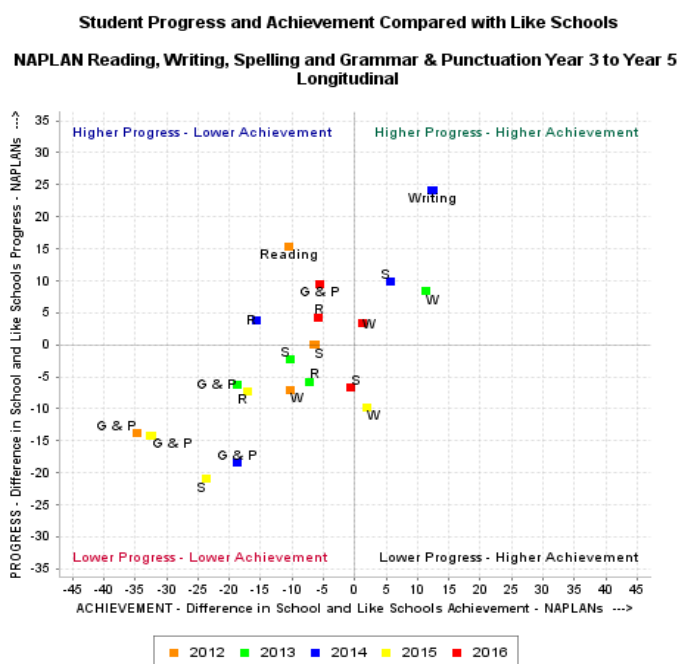


SCHOOL PERFORMANCE INFORMATION

The school collected a range of data as part of its annual review of student achievement. Below is a summary.

PRIORITY AREA: STUDENT PROGRESS IN LITERACY

Value Added information

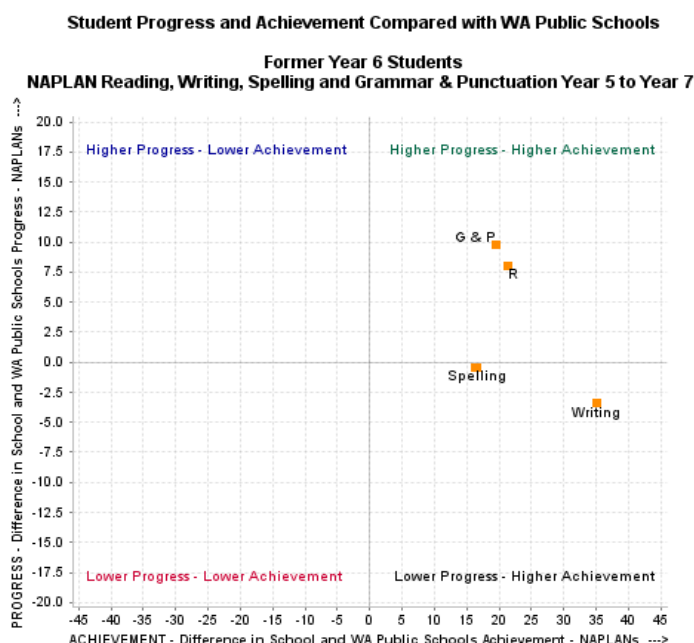


Higher Progress and Higher Achievement is what our school is striving to attain (top right quadrant of graph). This was achieved in the area of writing in 2016.

In the areas of Reading and Grammar & Punctuation our students showed high progress although the average achievement on the 2016 NAPLAN test was not as high as that for 'like' schools (top left quadrant of graph).

Spelling results showed lower progress and lower achievement.

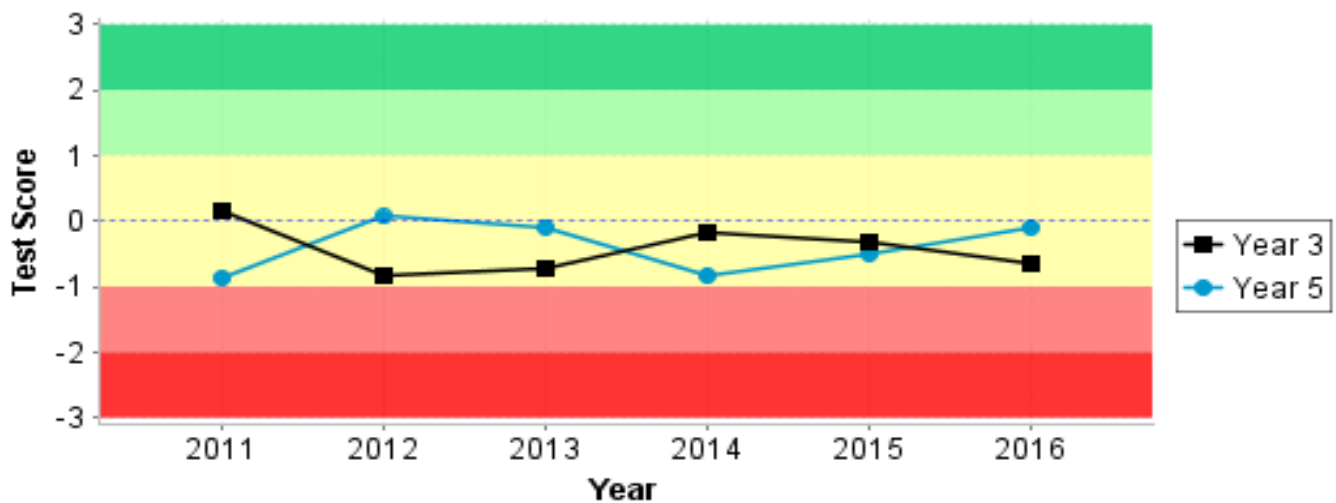
This graph shows that there has been a general movement from the Lower Progress – Lower Achievement quadrant into higher levels over the past two years.



Year 7 students who previously attended Madeley Primary and who sat the NAPLAN tests at secondary school in 2016 showed strong achievement in all areas. Strong progress was also achieved in Reading and Grammar & Punctuation between 2014 and 2016.



Reading Performance

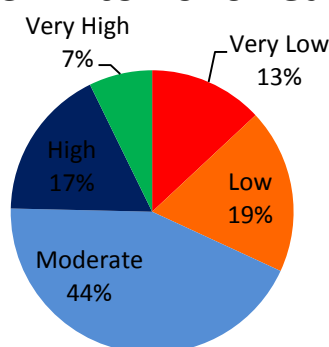


'0' is the mean level of student achievement that is expected for Madeley Primary School. The target for Reading was to have student performance fall between 1 standard deviation of the mean. This was achieved in 2016 with Year 3 results showing a downward trend and Year 5 results showing an upward trend. The school aims to increase student achievement to be consistently between 0 and +1 standard deviations from the mean (or greater).

In 2017 the school has introduced new programs to support student's to make greater gains in Reading. These include 'Letters and Sounds', 'Word Their Way', 'Mini-Lit' and 'Macq-Lit'. Leadership roles around the teaching of Literacy have been created which will support teachers to strengthen the teaching and learning of Reading across the school.

On-Entry to NAPLAN Progress in Reading

2013 PP to 2016 Year 3

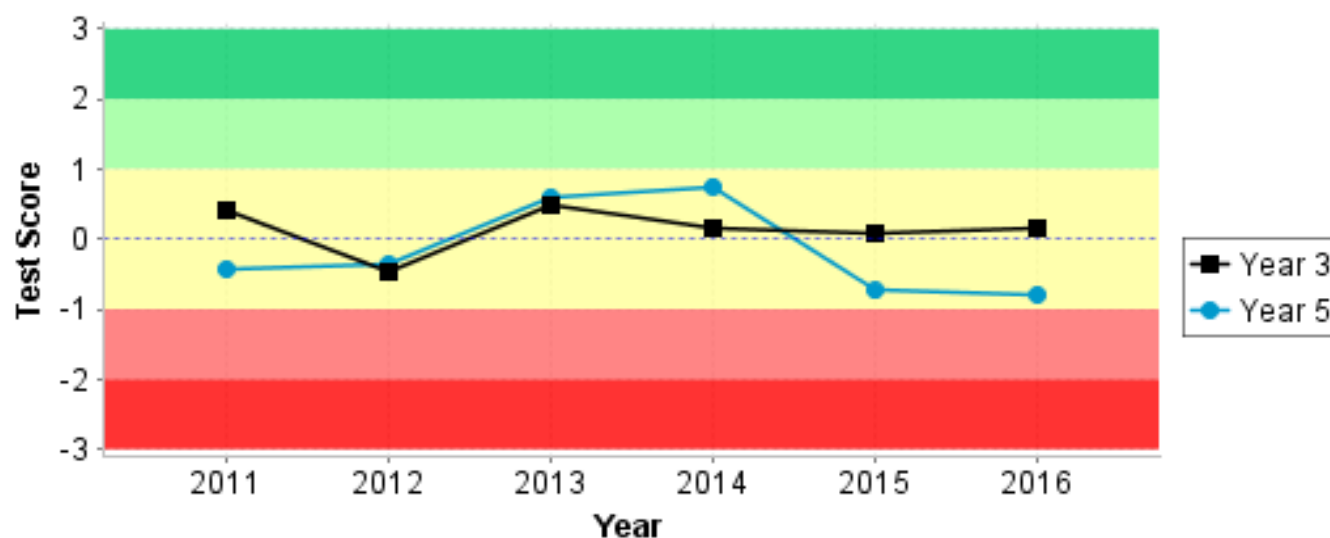


On-Entry assessments showed that 24% of students made high or very high progress in Reading between Pre-primary and Year 3.

This is the first year that this data has been available.

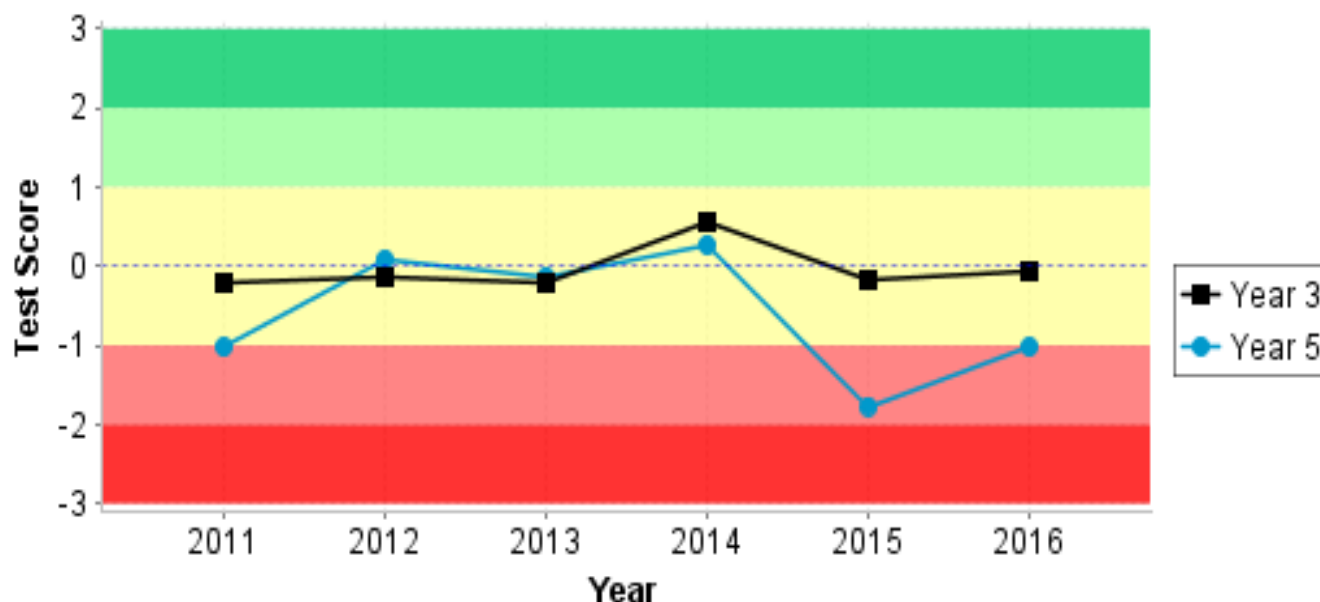
The school aims to decrease the level of moderate to very low progress by increasing the percentage of students making high or very high progress in Reading.

Writing Performance



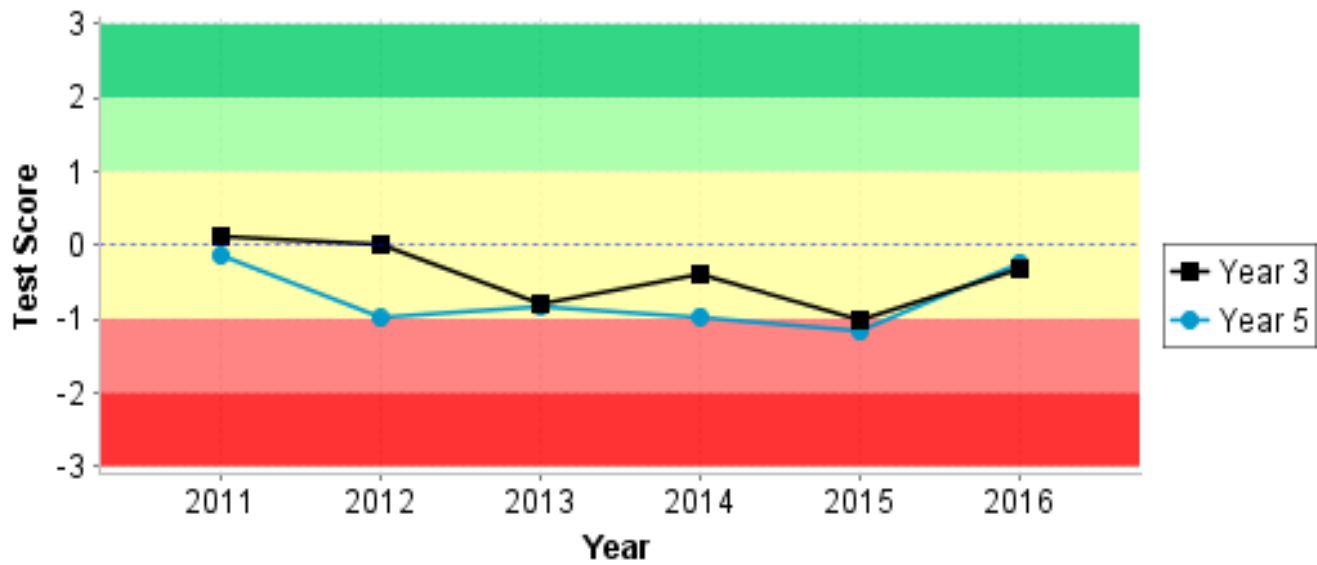
Year 3 results in Writing have been very consistent over the past four years with student achievement falling slightly above the expected mean. Year 5 results have shown a downward trend over the past two years. Teachers in Year 4 to 6 will work collaboratively to strengthen the teaching of Writing in 2017 in an effort to arrest the downward trend.

Spelling Performance



Year 3 results in Spelling have been very consistent over the past four years with student achievement falling slightly below the expected mean. In 2016 our aim was to '...arrest the downward trend in Year 5 Spelling to return it...to within one standard deviation of the expected mean.' This was achieved although our aim is to further improve Year 5 results so that they are closer to or above the expected mean.

Grammar & Punctuation Performance

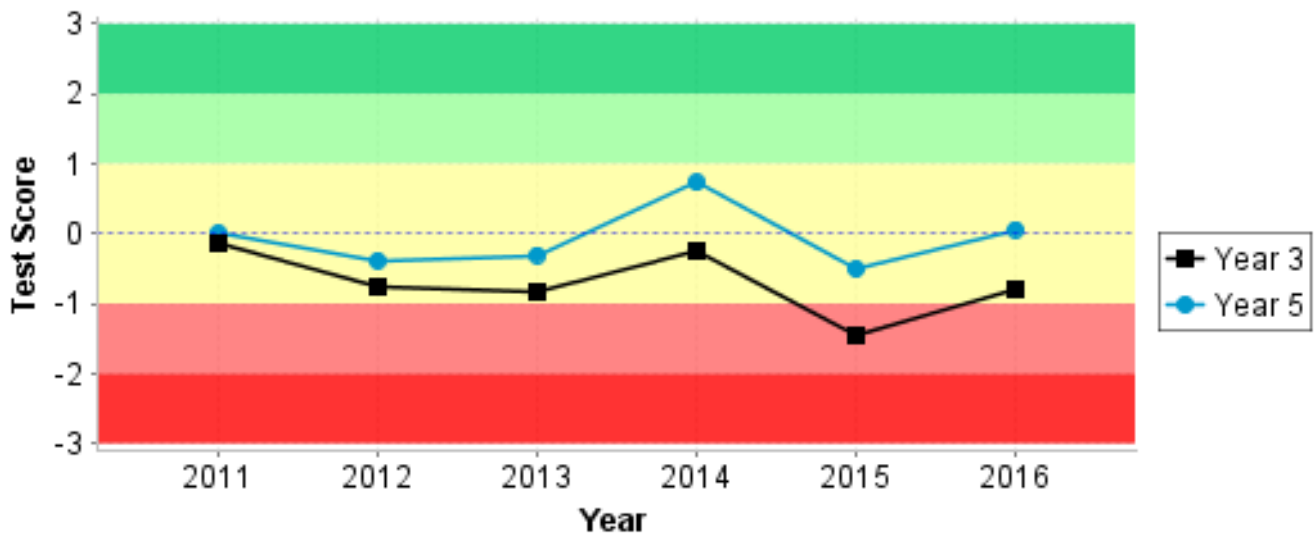


The aim for 2016 was for the school to “Arrest the downward trend in Year 3 and 5 Grammar and Punctuation and ensure it remains within one standard deviation of the expected mean.” Results in 2016 show that improvement has been made for both Year 3 and 5 cohorts.

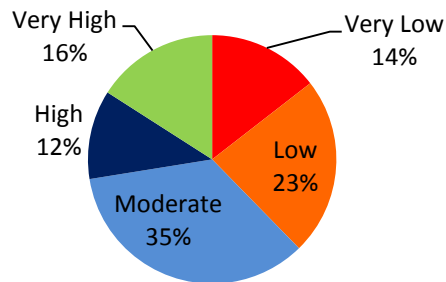


PRIORITY AREA: STUDENT PROGRESS IN NUMERACY

Numeracy Performance



**On-Entry to NAPLAN Progress in Numeracy
2013 PP to 2016 Year 3**



On-Entry assessments showed that 28% of students made high or very high progress in Reading between Pre-primary and Year 3.

This is the first year that this data has been available.

The school aims to decrease the level of moderate to very low progress by increasing the percentage of students making high or very high progress in Reading.



LITERACY & NUMERACY 'MY SCHOOL' INFORMATION

Madeley Primary School, Madeley, WA

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. For more information visit the [NAPLAN website](#).

The chart below displays average NAPLAN scores for each [domain](#). The selected school's scores are displayed in blue. Also displayed are average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether the selected school's scores are above, close to, or below the other scores.

	2008	2009	2010	2011	2012	2013	2014	2015	2016
Colour Scheme	Red & Green								Submit
	Alternate view: Results in graphs								
	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy
Year 3	415		428		424		433		392
	400 - 430		415 - 441		410 - 438		417 - 449		380 - 405
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM
	435	426	425	421	427	420	446	436	407
	426 - 444		417 - 433		418 - 435		436 - 456		399 - 415
Year 5	502		469		489		502		496
	486 - 519		453 - 485		474 - 505		484 - 520		482 - 511
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM
	512	502	482	476	502	493	515	505	501
	503 - 520		474 - 491		494 - 510		506 - 525		493 - 509
How to interpret this chart <div> <div> SIM schools serving students from statistically similar backgrounds ALL Australian schools' average <input type="checkbox"/> Student population below reporting threshold <input type="checkbox"/> Year level not tested </div> <div> Selected school's average is <div> <div>substantially above</div> <div>above</div> <div>close to</div> <div>below</div> <div>substantially below</div> </div> <ul style="list-style-type: none"> average of schools serving students from statistically similar socio-educational backgrounds (SIM box) average of all Australian schools (ALL box) </div> </div>									

My School provides another way of displaying NAPLAN data. It compares our student results against statistically similar schools (SIM) as well as all Australian schools (ALL).

In 2016 the school performed as expected in all areas when compared to ALL schools.

The school performed below SIM schools in Year 3 Reading and Numeracy and Year 5 Writing.

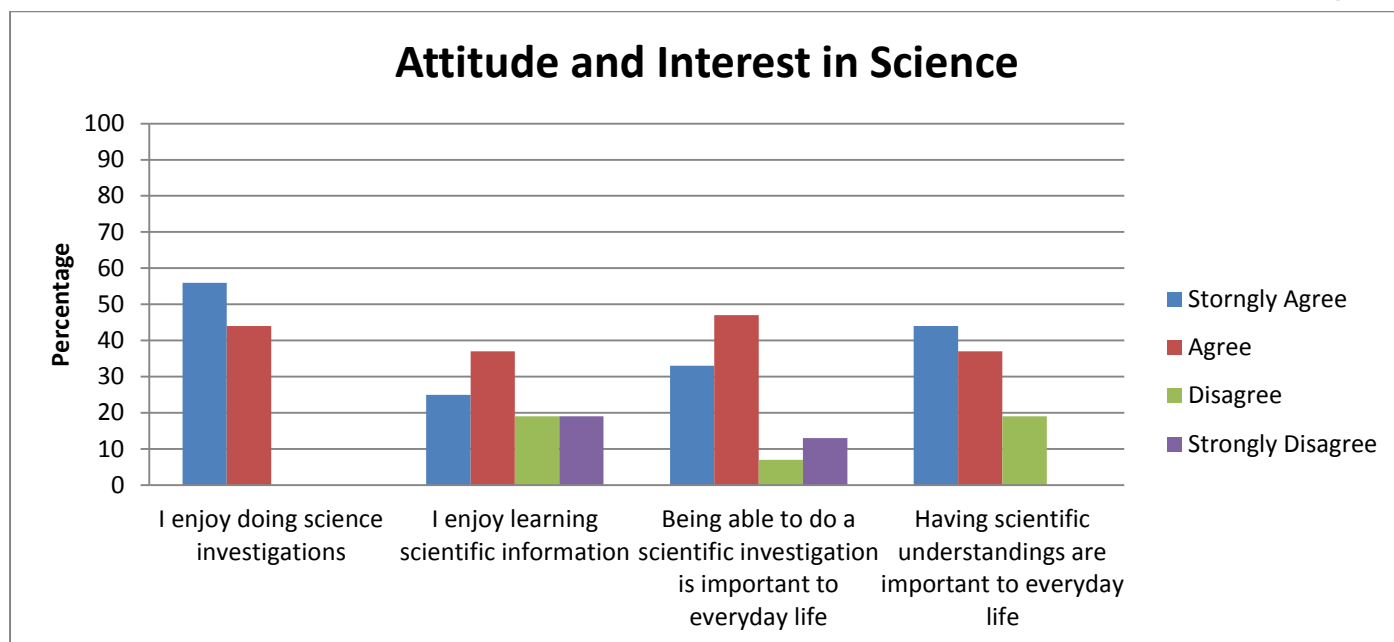
PRIORITY AREA: SCIENCE

The review of Science in 2015 determined that school resources needed to be better organised and managed. In 2016 the storeroom was re-shelved and a borrowing system put into place. Primary Connections kits were purchased and updated and more resources for the library, focussing on Science Understandings were purchased.

In 2016 classroom teachers were responsible for teaching Science concepts using Primary Connections Resources. This was done across all classrooms following the sequence of strands in the Operational Plan. In the Science Room, students were exposed to investigations related to the appropriate science strand being studied in their classroom. The focus of these lessons was on developing their understanding of the Scientific Method from questioning and predicting to analysing and drawing conclusions. Students were also encouraged to perform fair tests and suggest ways to improve fairness. Safety, when doing an investigation, was also taught. Students looked at how their investigation could be used or their knowledge transferred to a real life situation. They also worked on improving their ability to work collaboratively whilst doing an investigation.

Student attitude and interest in Science was assessed in 2016 through a survey conducted with a small cohort of students (see graph below). The survey indicated that students generally viewed Science learning in a positive way with particularly strong interest in scientific investigation. Of the three strands of the Science curriculum presented in 2016, Chemical Science was favoured by 71% of students with Earth Science rating at 41% and Physical Science at 12%.





Overall, Madeley is working below the National mean in Science according to the PAT-R test.

Our school mean is in Stanine 4. More students are moving into the higher Stanines as they move up the year groups into year groups without mixed ages (this may be a factor as teachers teach 2 terms at one year level and 2 at the other year level). We were consistent across the school in our strengths/achievements.

STRONGEST

1. Energy and Change (Physical Science)
2. Materials (Chemical Science)
3. Life and Living (Biological Science)

WEAKEST

4. Earth and Space (Earth Sciences).

PRIORITY AREA: POSITIVE EDUCATION

In 2016 the Play Is the Way philosophy continued to be embedded in practice through staff professional learning as well as regular communication with parents around the purpose and benefits of the philosophy. Wilson McCaskill, founder of PITW, attended the school to provide professional learning. Staff also visited Tapping Primary School which has been successfully implementing PITW over the past few years. The Positive Education Committee provided staff with a package of resources to support implementation of the program. Selected staff also participated in the CMS Foundation and Instructional Strategies program.

In 2016 student behaviour and effort were assessed using data gathered from student formal reports which were completed in Semester 1 and 2. Targets focussed on increasing students achieving 'consistently' or 'often' grades.

	Behaviour	Effort
Semester 1	93.3%	91.6%
Semester 2	94.4%	92.1%

For behaviour, the data showed we were on target in Semester 1 and above our target by 1.42% in Semester 2. For attitude, the data showed we were 1.37% below our target in Semester 1 and 0.89% below in Semester 2.

YEAR	PP	YR1	YR2	YR3	YR4	YR5	YR6	WHOLE SCHOOL YEAR PP-6	Total staff hours spent helping students	NUMBER OF STUDENTS WHO COMPLETED A SHEET	TOTAL ENROLMENT YEAR PP-6
2016 Sem1	5	10	3	8	10	9	14	59 sheets	25hrs 45mins	30 or 6.26%	479
2016 Sem2	3	6	5	3	7	11	6	38 sheets	32hrs 50mins	27 or 5.57%	484

Student referrals to the office through the RRR process (reflection sheets) were recorded for Semester 1 and 2.

Whilst not represented in the table, Admin spent a total of 238 hours out of the 250hrs 45mins helping students



complete their RRR. In 2017 we need to explore ways this can be reduced. There will be times Admin are required to conduct RRR's but if we are placing a high value on the student-teacher relationship then class teachers should be conducting the bulk of the RRR's.

We acknowledge that our change process will take time and our strategies outlined in the 2016 priority plan are ongoing.

INFORMATION COMMUNICATION TECHNOLOGY

In 2016, Madeley Primary School continued its 1:1 MacBook Program as part of a technology focus in the school. All students in Year Four, Five and Six took part in the program incorporating MacBooks as a learning tool in their day to day education.

The school was involved in trialling Online NAPLAN and has introduced the PAT-R online testing for Science.

After purchasing a class set of digital cameras, some classes utilised these to further student ICT skills. This included entering photos into the West Australian Media in Education photography competition.

Staff at Madeley continue to explore ways of using ICT to enhance their teaching and learning programs. Kindergarten to Year Three class teachers continue to utilise iPads and other forms of technology into their teaching. The 1-1 MacBook class teachers are collaborating and continuing to look for new ways to incorporate ICT into their lessons. These teachers have their own class website or are using the DET Connect Portal with their classes. Staff are exploring the use of coding and STEM into their teaching.

PHYSICAL EDUCATION

Some of the sports and activities conducted throughout the year included: table tennis, badminton, squash, cricket, mod crosse, AFL football, soccer, netball, basketball, athletics, swimming, swimming carnival, cross country, hockey, Play Is The Way Games, The Madeley Cup and staff verse students netball games. In addition to these traditional sports, flag belt rugby and handball were offered in 2016. In Health the units covered included: Road Safety, Nutrition, Cyber Bullying, Drug Ed, Sex Ed, Social and Emotional Development. These activities allowed students to demonstrate the expected outcomes in a variety of contexts.

The percentage of students who achieved a C grade or above in Semester 1 & 2 for Health was 99%. The percentage of students who achieved a C grade or above for Semester 1 & 2 PE was 99%.

All Year 4 -6 students were involved in fitness testing using the AFEA program and all the year 1-3 students had their fundamental movement skills assessed using the Stay In Step test. All Year 4-6 students received their fitness results with their semester 1 report. This data is available from the PE teacher. The Year 1-3 student results showed 95% of students achieved a medium score or higher for their FMS skills using the standardised tests.

Madeley competed against Ashdale and Landsdale in interschool competitions. We competed in sports that included cricket, football, soccer, netball, modcrosse, hockey, athletics and cross country.

THE ARTS

Visual Arts: 2016 saw many highlights in Visual Arts. Troy Bennell worked with the BLA2 Year 6 class in Term 2, creating a collaborative artwork for the City of Wanneroo Art Gallery, depicting the wetlands of Lake Goollelal in Madeley, and the lake system in the areas of Wanneroo and Joondalup.

Learning Journeys and the whole School art exhibition were a great success with plenty of positive feedback from the school community. Our students' artwork was also featured in 'Then Art Education of WA 2016 Art Teacher's Journal' showcasing 2015 Artist in Residence Hayley Welsh and works from the graduating Year 6 class. The 2017 edition will continue to promote Madeley PS to schools around the state.

2016 was also the first year Pre-primary students got to participate in specialist Art Classes. The program was very successful and enjoyed by the students, who are now very prepared for Year 1, making the Art room transition easier all round

Having a 1st year Prac Student from Notre Dame University was a great opportunity for the school. This was a great help, particularly with the practical completion of the new office artworks.

Overall student achievement was steady reflecting students enjoyment and high participation in this subject. As SCASA is implemented and achievement outcomes are more closely moderated and identified, students' practical skills and fluency will grow, and closer moderation with cluster schools and wider primary networks will provide a better snap shot to ensure good results continuity and grade efficacy moving forward.

Music: Madeley Primary students participated in a practically-based Music program in 2016, using a variety of instruments, learning games and teaching aids to reinforce basic beat, rhythm and pitch concepts and terms. First semester had an African flavour, making the most of the Djembes and other African percussion instruments in the Music Room. The students learned about music in African culture and sang some traditional songs in African languages. Second semester focussed more on pitch, using the chime bars, Boomwhackers and other tuned percussion instruments. Creative playing was also encouraged.

'Community songs' were continued in Assemblies and learned during music lessons. These were often related to the themes of the Assembly and reinforced cultural, social and emotional topics. They were used as learning tools to some extent during class. Pre-primary classes visited the music room the day before Assembly to familiarise themselves with the song and actions.

The Madeley Primary School Choir, consisting of auditioned students from Years 4 to 6, participated in important events throughout the year; ANZAC Day ceremony, Cluster Muster at Ashdale Secondary College, WAGSMS Schools Make Music at the Crown Theatre, Performing Arts Assembly, Choir Christmas Excursion/performances at the local Aged Care facility and Shopping Centre and the Landsdale Farm



School Carols Night. Although small in number (approximately 40 members), the choir had a beautiful tone and learnt songs quickly. Many students were able to hold harmony parts and/or confidently sing solo. They met weekly during Thursday lunchtimes and 15 minutes of class time. They also attended additional rehearsals closer to events.

‘Madeley’s Got Talent’ attracted a big response in 2016 with 62 applications to audition for the Final, involving close to 100 students. 15 finalists were selected to perform to the school in Week 9. There is no shortage of Performing Arts talent in this school.

The Instrumental Music School Services (formerly SIM) have conducted lessons to both Year 5 and Year 6 students for Flute and Clarinet. 20 students were selected for this program. The IMSS students participated in the Performing Arts Assembly in Term 4 which was the first public performance for many of them. Several of the Year 6 Clarinet students also performed at Ashdale Secondary College mid-year at an Instrumental Concert night.

The current Year 4s have been tested with the Musical Aptitude Indicator in readiness for 2017’s instrumental offers, which will include Guitar for the first time.

Thanks to a special Grant from WAGSMS, a full-size drum kit was purchased. Students having been given opportunity to learn a basic drumming pattern mid Term 4. The drum kit will be available to students performing in Madeley’s Got Talent, and for future Band initiatives.

‘Drum Circle’ was started in Term 2, inviting students to play Djembes and other percussion in a smaller group during Monday lunchtime for 3 consecutive weeks. This was a popular initiative for many students.

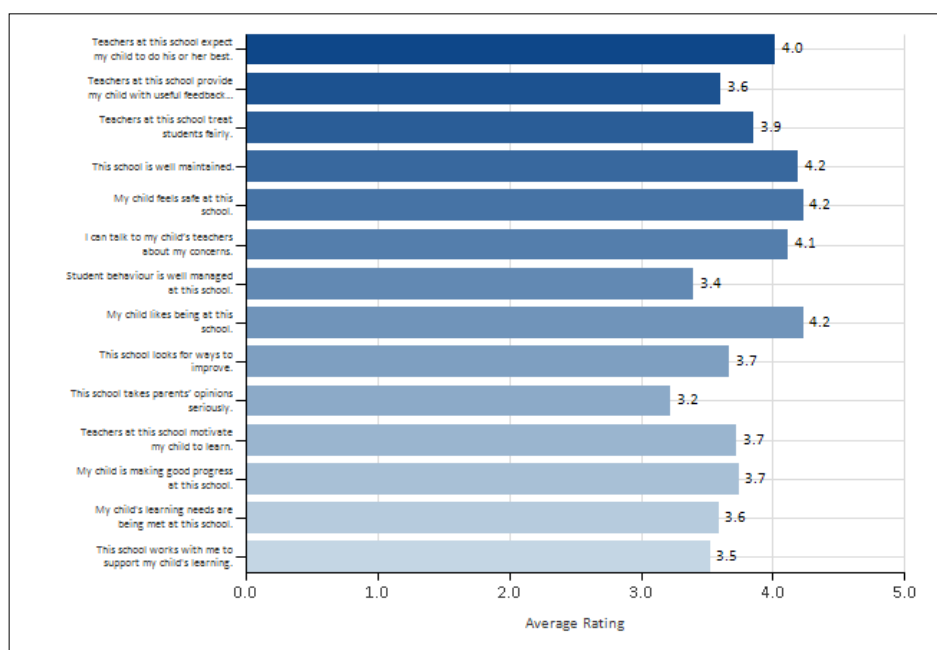
COMMUNITY SURVEY INFORMATION

Community surveys are completed as part of the school’s annual review. They provide us with important information about what various stakeholders in our community think about the effectiveness of the school and its operations. Ratings between 3.0 and 5.0 show positive support.

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

Parent Survey

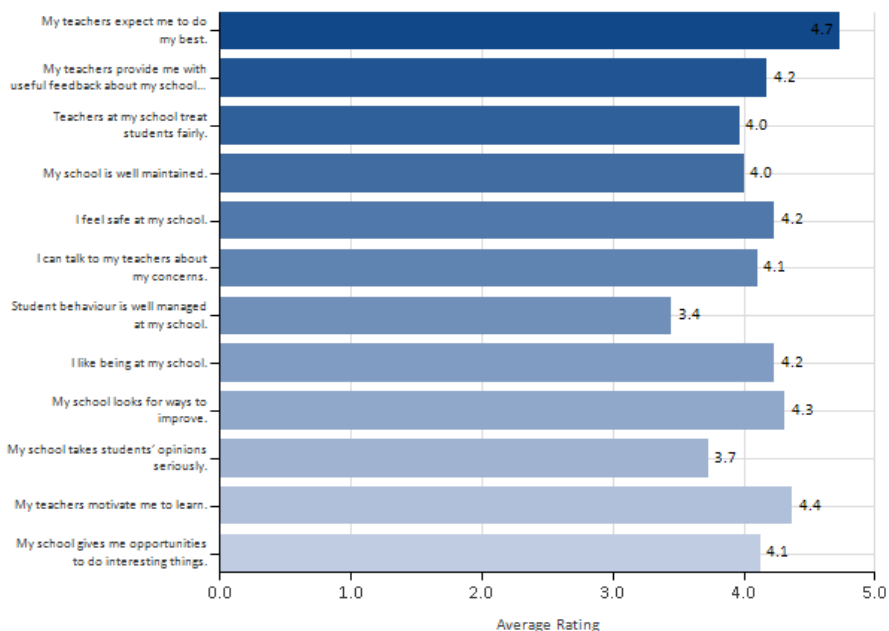
Items in the Parent Survey all fell within the positive range. The lowest item related to the school taking parents’ opinions seriously and ‘student behaviour being well managed’ although the sense of safety experienced by students is considered high.



Student Survey

Items in the Student Survey all fell within the positive range.

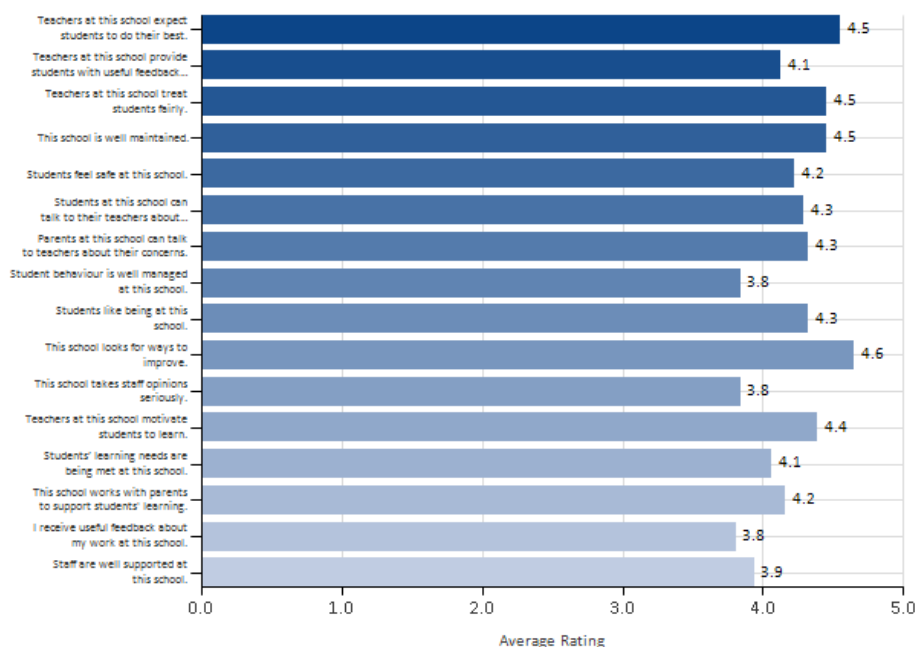
The lowest item related to 'student behaviour being well managed'.



Staff Survey

Items in the Staff Survey all fell within the positive range. The lowest items related to staff 'receiving useful feedback about their work', 'staff opinions being taken seriously' and 'student behaviour being well managed'.

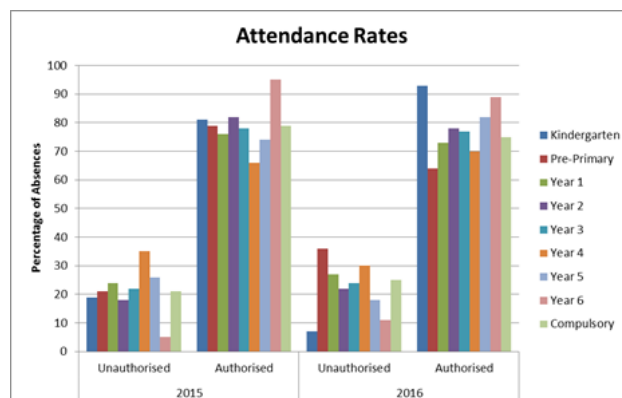
The school 'looking for ways to improve' was considered a strength.



ATTENDANCE

	School	Like Schools	WA Public Schools
2014	94.2%	93.9%	92.1%
2015	94.9%	94.2%	92.7%
2016	94.9%	94.3%	92.6%

Attendance data shows that the average level of attendance at Madeley Primary School is at or above the attendance level of like schools and WA Public Schools.



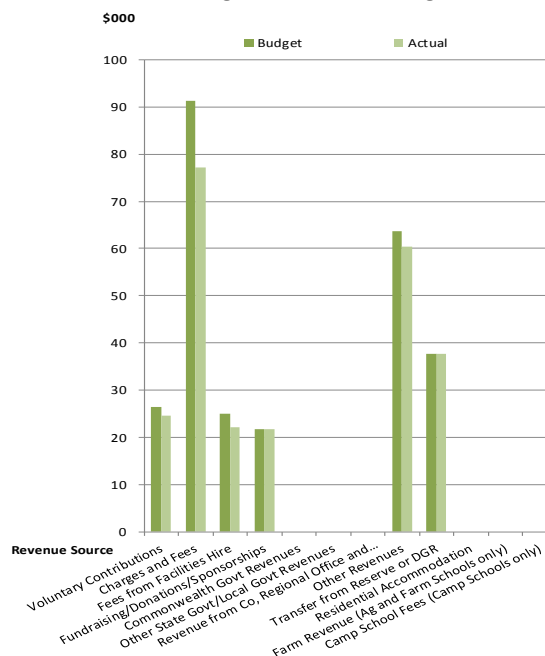
SCHOOL FINANCES



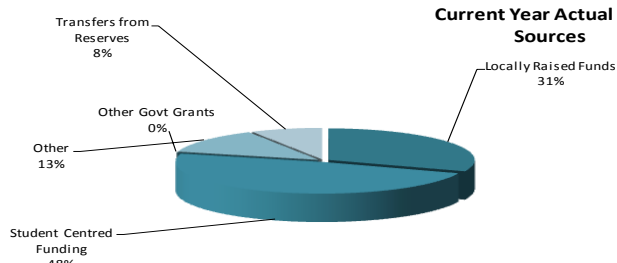
Madeley Primary School Financial Summary as at 31 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 26,481.00	\$ 24,665.00
2	Charges and Fees	\$ 91,260.00	\$ 77,102.06
3	Fees from Facilities Hire	\$ 25,000.00	\$ 22,067.83
4	Fundraising/Donations/Sponsorships	\$ 21,643.00	\$ 21,643.44
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 63,708.10	\$ 60,376.37
9	Transfer from Reserve or DGR	\$ 37,593.00	\$ 37,593.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 265,685.10	\$ 243,447.70
	Opening Balance	\$ 78,537.48	\$ 78,537.48
	Student Centred Funding	\$ 228,150.00	\$ 228,149.90
	Total Cash Funds Available	\$ 572,372.58	\$ 550,135.08
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 572,372.58	\$ 550,135.08

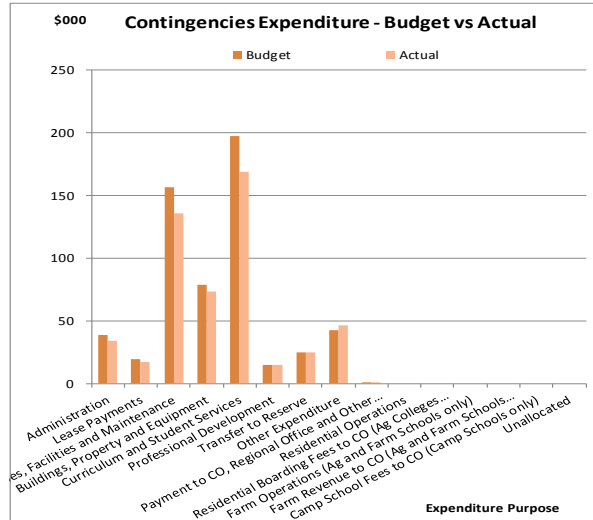
Contingencies Revenue - Budget vs Actual



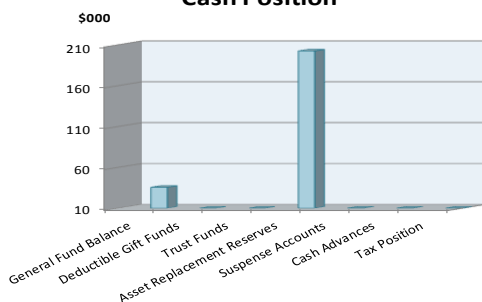
Current Year Actual Cash Sources



Contingencies Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 234,994.73
Made up of:	
1 General Fund Balance	\$ 35,623.67
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 202,407.00
5 Suspense Accounts	\$ 20.94
6 Cash Advances	\$ -
7 Tax Position	\$ 3,015.00
Total Bank Balance	\$ 234,994.73

ACHIEVEMENT OF BUSINESS PLAN 2013-2015 TARGETS

Curriculum

Strategic Directions	School Progress
<p>Embed the Western Australian Curriculum into class planning, teaching and assessment</p> <p>Implement national and system initiatives across the school</p>	<ul style="list-style-type: none"> • In 2016 Ms James led teachers in unpacking various elements of the Australian Curriculum. • Professional learning around the Australian Curriculum (SCASA) was included in each of the Learning Area plans. • Staff were encouraged to access latest curriculum resources via Connect 'Resource' tab. • NQS audit was conducted in 2016. • Science teacher commenced attending Cluster STEM meetings.
<p>Build staff capacity to meet the diverse and changing needs of our students</p> <p>Develop whole school approaches to the teaching of literacy and numeracy</p> <p>Establish processes to ensure all endorsed programs and strategies are embedded in practice</p>	<ul style="list-style-type: none"> • All staff used reflective practice to identify goals for improvement as part of the school's Performance Development policy. • Staff were engaged in PL around the revised Performance Development process at the end of 2016. • Staff participated in Performance Development meetings in 2016. • Phase facilitator role was implemented in 2016 with a focus on supporting teacher development. • Peer support opportunities were made available to staff throughout 2016. • Staff were encouraged to use video to record and reflect on their teaching. • Coaching training was provided for Phase facilitators. • Operational Manual was revised and used as the basis for inducting new staff. • Cluster PL focus led by Melinda Webb was around reflective-practice. • A majority of teaching staff had literacy and/or numeracy based performance goals • Literacy leaders developed scope and sequence for literacy teaching • Literacy and numeracy blocks were used across the school • Teachers developed IEP/GEPs for students achieving below a 'C' level. • Professional Learning was provided around literacy strategies which were introduced across the school: <ul style="list-style-type: none"> ○ Words Their Way ○ Letters and Sounds ○ Mini-Lit • Professional Learning was provided around numeracy strategies which were introduced across the school: <ul style="list-style-type: none"> ○ Paul Swan recommended strategies <ul style="list-style-type: none"> ▪ Vocabulary focus ▪ Use of games

Strategic Directions	School Progress								
Develop and maintain positive trends in Year 3 and Year 5 NAPLAN	<ul style="list-style-type: none">▪ Essential elements of lesson design• Lighthouse teachers were provided with PL and opportunities to share best practice.• A strong focus on lesson design was promoted across the school. Teachers continue to use First Steps strategies and resources• Springboard Comprehension resources are available and being used.• Teachers are providing explicit teaching in comprehension.• School has commenced using PAT-R and PAT-M assessment tools in-line with Cluster Schools.								
	<u>Reading</u> <ul style="list-style-type: none">• The reading achievement of both Year 3 and 5 students fell within one standard deviation of the mean (target achieved).<ul style="list-style-type: none">○ Year 3 results continued a downward trend falling from -0.3 to -0.6.○ Year 5 results continued an upward trend rising from -0.5 to -0.1.• In 2016 74% of the stable cohort who demonstrated satisfactory achievement in Year 3 Reading showed moderate or better progress in Year 5. This exceeded the target by 4%.								
	<u>Spelling</u> <p>Year 3 Spelling results displayed an increase from -0.2 to – 0.1.</p> <p>Year 5 Spelling results displayed an upward trend from -1.8 to -1.0. It increased by 0.8. The results in 2016 were -1.0 which is on the border of the desired target (target achieved).</p>								
	<u>Grammar & Punctuation</u> <p>Year 3 Grammar and Punctuation results displayed an increase from -1.0 to 0.3.</p> <p>Year 5 Grammar and Punctuation results displayed an increase from -1.2 to 0.2.</p>								
	<p>Both Year 3 and Year 5 Grammar and Punctuation showed improvement in 2016 with results falling within one standard deviation of the mean (target achieved).</p>								
	<u>Writing</u> <p>2014 - 2016</p> <table><tr><th>0 or less gain in bands</th><th>Gain of 1 band</th><th>Gain of 2 bands</th><th>Gain of 3 bands</th></tr><tr><td>5 students/10%</td><td>15 students/35%</td><td>20 students/43%</td><td>6 students/13%</td></tr></table>	0 or less gain in bands	Gain of 1 band	Gain of 2 bands	Gain of 3 bands	5 students/10%	15 students/35%	20 students/43%	6 students/13%
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	<p>A total of 26 students or 56% of the stable cohort achieved a gain of 2 or more bands between 2014 and 2016. The school fell 9% short of achieving the set target. The average gain in bands by this cohort of students was 1.54</p>								

Strategic Directions	School Progress																																																																																	
Develop and maintain positive trends in Science achievement	<p><u>Numeracy</u></p> <p>The Numeracy achievement of both Year 3 and 5 students fell within one standard deviation of the mean (target achieved). Year 3 and Year 5 results showed an upward trend in 2016</p>																																																																																	
	<table><tr><th>Number</th><th colspan="20">2016 Number questions Year 5</th></tr><tr><td>Average Aust Mean</td><td>92</td><td>91</td><td>85</td><td>88</td><td>77</td><td>84</td><td>82</td><td>69</td><td>66</td><td>54</td><td>52</td><td>48</td><td>56</td><td>37</td><td>40</td><td>17</td><td>26</td><td>55</td><td>12</td></tr><tr><td>Average School Mean</td><td>90</td><td>90</td><td>79</td><td>85</td><td>83</td><td>77</td><td>87</td><td>73</td><td>81</td><td>58</td><td>58</td><td>50</td><td>52</td><td>23</td><td>21</td><td>12</td><td>37</td><td>22</td><td>10</td></tr><tr><td>Average Expected Mean</td><td>93</td><td>90</td><td>84</td><td>88</td><td>76</td><td>83</td><td>83</td><td>70</td><td>67</td><td>55</td><td>52</td><td>46</td><td>56</td><td>38</td><td>40</td><td>18</td><td>26</td><td>66</td><td>13</td></tr></table>	Number	2016 Number questions Year 5																				Average Aust Mean	92	91	85	88	77	84	82	69	66	54	52	48	56	37	40	17	26	55	12	Average School Mean	90	90	79	85	83	77	87	73	81	58	58	50	52	23	21	12	37	22	10	Average Expected Mean	93	90	84	88	76	83	83	70	67	55	52	46	56	38	40	18	26	66	13
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	<p>The data in 2016 shows that 42% of Number questions were at the Average Expected Mean or above (target not achieved). Year 5 Number results show a downward trend.</p>																																																																																	
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Community

Strategic Directions	Targets/Milestones																																																																								
Explore further opportunities to enhance community understanding of the role and responsibilities of the School Board	<ul style="list-style-type: none">School Board members and roles were advertised in the newsletter.School website, Facebook page and email were promoted and used more frequently in 2016.A number of ‘chat with Admin’ sessions were provided after school assemblies.PPP parenting course was provided for interested parents.Promotion of The Fathering Project continued and a number of successful events were held in 2016.																																																																								
Continue to develop and sustain positive relationships with parents and the community																																																																									
Maintain and strengthen our positive school culture within and across the school community																																																																									
	<div><h3>Family Attendance at Information and Open Nights 2016</h3><table><thead><tr><th>Rooms</th><th>Term 4 Open Night (%)</th><th>Term 1 Information Night (%)</th></tr></thead><tbody><tr><td>WLA1 (P)</td><td>82</td><td>100</td></tr><tr><td>WLA2 (B)</td><td>50</td><td>63</td></tr><tr><td>LLA3</td><td>50</td><td>71</td></tr><tr><td>LLA3</td><td>79</td><td>76</td></tr><tr><td>LLA3</td><td>56</td><td>45</td></tr><tr><td>MLA3</td><td>71</td><td>48</td></tr><tr><td>MLA3</td><td>90</td><td>35</td></tr><tr><td>MLA2</td><td>82</td><td>61</td></tr><tr><td>MLA2</td><td>91</td><td>82</td></tr><tr><td>LLA5</td><td>79</td><td>47</td></tr><tr><td>LLA5</td><td>87</td><td>35</td></tr><tr><td>GLA3</td><td>71</td><td>50</td></tr><tr><td>GLA3</td><td>81</td><td>71</td></tr><tr><td>GLA3</td><td>74</td><td>48</td></tr><tr><td>GLA4</td><td>87</td><td>73</td></tr><tr><td>GLA4</td><td>83</td><td>39</td></tr><tr><td>DLA3</td><td>83</td><td>78</td></tr><tr><td>DLA3</td><td>84</td><td>59</td></tr><tr><td>DLA2</td><td>83</td><td>68</td></tr><tr><td>DLA2</td><td>73</td><td>62</td></tr><tr><td>DLA5</td><td>67</td><td>73</td></tr><tr><td>DLA5</td><td>78</td><td>52</td></tr><tr><td>BLA2</td><td>66</td><td>34</td></tr></tbody></table></div>	Rooms	Term 4 Open Night (%)	Term 1 Information Night (%)	WLA1 (P)	82	100	WLA2 (B)	50	63	LLA3	50	71	LLA3	79	76	LLA3	56	45	MLA3	71	48	MLA3	90	35	MLA2	82	61	MLA2	91	82	LLA5	79	47	LLA5	87	35	GLA3	71	50	GLA3	81	71	GLA3	74	48	GLA4	87	73	GLA4	83	39	DLA3	83	78	DLA3	84	59	DLA2	83	68	DLA2	73	62	DLA5	67	73	DLA5	78	52	BLA2	66	34
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	<p>20 classes reported increased parent attendance at Open Nights.</p> <ul style="list-style-type: none">Art Show at Open Night was highly successful and well attended.School choir events were well attended including WAGSMS Concert and Christmas Choir performance.																																																																								

Care

Strategic Directions	Targets/Milestones
Continue to develop and promote the Positive Education focus adopted by the school as a basis for teaching social skills and developing positive behaviour	<ul style="list-style-type: none"> Information about the Positive Education approach was provided to parents via newsletters, Facebook page and the school website. Parent understanding of the Positive Education approach being implemented by the school increased significantly with every item on the 2016 survey scoring above 3.5 (target achieved). Parent response to the survey question 'Student behaviour is well managed at this school' remained the same as in 2015 i.e. 3.4. (target not achieved). Student Effort: The percentage of students receiving 'consistently' and 'often' grades in Key Area 1 (Works to the best of his/her ability) and Area 7 (Sets goals and works towards them with perseverance) on Semester 2 reports was 92%. This increased by almost 1% from Semester 1 but still fell short of the desired target by 1%. Student Behaviour: The percentage of students receiving 'consistently' and 'often' grades in Key Area 3 (Shows courtesy and respect for the rights of others), Area 5 (Cooperates productively and builds positive relationships with others) and Area 8 (Shows confidence in making positive choices and decisions) on Semester 2 reports was 94.4%. This exceeded the set target by over 1%.

