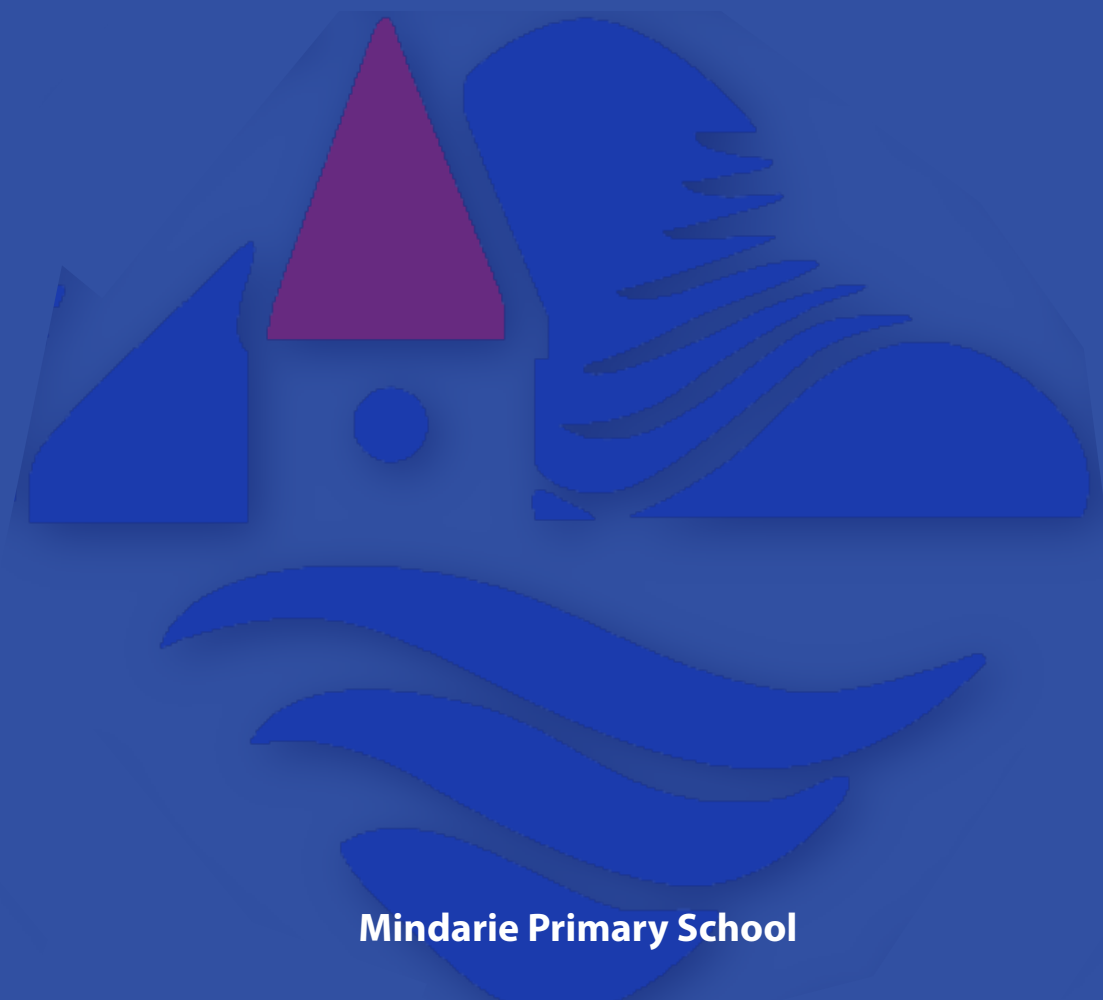




Mindarie  
Primary School

2020  
Annual School Report





## **Mindarie Primary School**

We are respectful.  
We are resilient.  
We are safe.  
Together, we will learn and achieve.

### **Vision**

Today's School for Tomorrow's Society

### **Purpose**

To develop active citizens who are prepared for the future;  
academically, socially and personally.

**Annual School Report**

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## Introduction

2020 was a very different year for schools across Australia and indeed schools across the world. It presented our school with challenges and from those challenges opportunities arose. We had to think differently about how we did things.

Even though we were socially distancing and at times isolating we did seem to work more closely with each other. It was imperative that we had strong channels of communication at the school to community level. As a school community I believe that the pandemic strengthened us and indeed forced us to prioritise what was important to us; our students, their safety and education.

This report affords us, as a school community, to once again extend our sincere thanks to all members of our school family for the support you provided and the trust you gave to us.

Our teaching staff and non-teaching staff demonstrated a high level of resilience, flexibility and dedication in the weeks leading into the lockdown and in the development of the Distance Learning format and packages. The staff came together as a strong team with a complete focus on supporting the students and their families. This was highly evident when we distributed the Distance Learning packages during the term break. I thank them for their dedication and for the support they provided to each other and to the school community.

I thank all members of the administration teams for their support and excellent leadership in the school, especially in a time of crisis. Our Associate Principals, Mrs Bewick, Mrs Appleton, Mr Gould, Mrs Berry and Mr Crosby have excelled in the work they have done with the staff, parents and children at Mindarie, their efforts are commended.

Our administration support staff are tremendous; these people are at the forefront of our school. Mrs Nicholson, Mrs Scott and Mrs Newman are the staff who are the initial contact when new families enter the school. They are responsible for 'selling' our school to the community. Mrs Rosa (Manager Corporate Services) is the leader of this team. This team had to work in a completely different manner in 2020 as our services moved to an on line format.

In the COVID-19 world our cleaners became our 'heros' as they ensured the health and wellbeing of our whole school as we commenced regular day time cleaning as well as the normal cleaning rota.

I'm sure that our whole community would agree with me that we have an amazing school community; staff, students and parents.

It is with great pleasure I submit this report.

Kind regards



Barbara Bromley  
Principal



## A Wrap of 2020

Towards the end of 2019, the school undertook its Public School Review which was conducted by the Department of Education Western Australia. This review process gave us an opportunity to assess where our school was in six domains; Relationships and Partnerships, Learning Environment, Leadership, Use of Resources, Teaching Quality and Student Achievement and Progress. These foci will also be discussed in relation to 2020 in this report.

In the lead up to the review the teaching and non-teaching staff reflected on the above areas and determined what evidence we had to support our claim of being effective in all domains. The School Board also reflected on these six domains. The input from all of these groups informed the evidence provided to the reviewers. In addition, during the review teaching staff, non-teaching staff, P&C members and Board members met with the reviewers to further interrogate the evidence provided. The full review is available on the Mindarie Primary School website. It was pleasing to note that our school was endorsed as being effective in all six domains. Our next review will be in 2022.

The review confirmed that the school has a highly functioning School Board and P&C Association that work hand in hand with the school staff to create positive outcomes for students. The review also confirmed that the school has forged strong partnerships within the school and broader community through aspects such as the work with the Western Australian Primary Principals' Association, the work across the network of local schools, and the work as a Teacher Development School. In addition, in 2020 the school worked with a computer software company to trial SEQTA, a program used by our feeder High Schools to monitor students pastoral care and attendance.

The community response to the Lord Mayor's Christmas Appeal was outstanding, it typified the generosity of the school community. 2020 was the first time that we promoted World Kindness Day – which annually falls on 13 November to hold a free dress day. To further promote the appeal, we called for a donation of non perishable food towards the Lord Mayors Appeal instead of gold coins. The office was overwhelmed with donations.

Our school's learning environment is exceptional. The Kala Boodjar Garden has continued to evolve. The focus on positive behaviour across the school was further developed with the PBS expected behaviours were set in mosaics at the entrance to the school. This is a constant reminder of the values that we have as a school.

Smiling Minds, the Friendly Schools Plus Program and the dedicated Education Assistant providing programs in resilience, making friends and the Zones of Regulations ensured a strong unwavering focus on mental health. In 2020 the school undertook its second data collection utilising the South Australian Wellbeing and Engagement Census. It was fortuitous that we had completed this census in 2019 as we then had the data from a normal school year to compare with the data from a pandemic year.

The installation of the new Pre-Primary building captivated the students as the crane lifted the building over the Pre-Primary fence to its resting place in the Early Childhood Area. Unfortunately, we did have to remove the Chook Mahal to create a space for this building. The building was purchased by the school to ensure that we could cater for, in a purpose built room, the numbers of students in the Early Childhood years.

2020 saw the school undertake a raft of projects to further enhance the learning environment for the students and also staff. This included the upgrading of the medical room, the replacement of floor coverings in many classrooms and wet areas, the painting of doors and other external areas. In addition, work commenced on the Amphitheatre and the expansion of the senior playground area. Designing of the nature playscape in the Early Childhood Area was also completed. The school, in an effort to improve communication also installed an electronic sign.

To reduce touch points and increase security around the school the front gates and the entry doors to the office were automated.

In addition to this there was a considerable amount of work done at the Kiss and Drive area with the installation of signage and the moving of the entry gate. The school continued to liaise with the City of Wanneroo around future modifications to this area, inclusive of the removal of some drainage outlets. The focus of this is to create a better traffic flow.

The school has a strong focus on developing leaders and utilises the Western Australian Future Leaders Framework to identify and support staff with leadership aspirations. Several staff self-identified as future leaders and undertook professional learning to further develop their skills.

### Literacy & Mathematics Teacher Development School (TDS)

The Teacher Development support offered by Mindarie Primary School continued in 2020. The school and teachers presented a range of events in Literacy and Mathematics, mainly through the use of WebEx in 2020, which allowed us to share our skills and knowledge to the wider Western Australian teaching community.

We continue to host a large number of walk through, demonstrating 'Talk4Writing', 'Brightpath', problem solving, literacy and numeracy blocks, and data collection tools/data walls. We would not be able to host these if our teachers were not prepared to open their classrooms and share their expertise. Feedback from the visitors was amazingly positive. What they are always interested in is our adherence to our whole school programs and how we are tracking each individual child's learning.

Decodable readers were purchased in the junior, middle and upper areas to assist teachers to differentiate their teaching. Teachers are finding these resources quite invaluable as it assists them to cater for different abilities in reading.

Matific was introduced to all students to use in the classroom and at home. Feedback from staff and students has been positive. It is directly linked to the Western Australian Curriculum and provides positive feedback to students when completing activities.

Mindarie Primary School was also involved in the trial of Brightpath Mathematics. Students in years 2-6 completed an online formative Mathematics assessment. Teachers were able to access immediate results at a class and individual student level to identify areas of need and focus. The Brightpath tool will continue to be used in 2021.

### Student Leadership

Student Leadership has been an ongoing focus of the school. The Student Councillors attended a leadership development day delivered by the City of Wanneroo. They were then able to use the information provided from this forum to enhance their work in this highly important area.

### Special Visits, Events and Assemblies

In 2020 key ceremonies and activities at the school were coordinated by different year levels, for example the Year 3 students organised the ANZAC Service and the Year 1 students organised the Book Week Parade. This provided the students with an opportunity to compare a different event, therefore building their skills and leadership in this area.

Once again, we did very well on the sporting field. Our Physical Education teacher, Mr Burns is highly proactive in this area ensuring that the students not only learn a range of sporting skills but that they also have an opportunity to participate in a wide variety of sports and events.

The 2020 Faction Carnival and Interschool Carnival were presented in a very different format to enable them to proceed whilst maintaining the requirements of COVID-19 restrictions.

### Music

Our specialist music teacher Mrs MacLean was exemplary in her dedication to the children under her care. 2020 required a very different approach in order to have the choirs perform. The ANZAC Service was created in a digital format and the choir was recorded for this. Students were able to contribute to this service from home. In addition, our senior choir was selected to perform for Telethon, again this was a pre-recorded performance that allowed the students to join with other choirs to sing and also to showcase aspects of Mindarie Primary School. The Senior Choir also performed as part of the massed choir. This performance was on the steps outside the Concert Hall. The Junior Choir came together to perform for our Remembrance Day Service.

### Media Arts

The new learning area of Media Arts was introduced at the beginning of 2020. This has enabled students to study the impact of Media Arts on influencing the way we think. Students found new and innovative ways of creating selfies. Miss Szczygiel was highly proactive in focusing on maintaining connection with our student body during the period of lock down, to do this she created a staff video for students to view at home and also the ANZAC Day Service.





### Science

During National Science Week 2020, students learned all about life on the International Space Station. They conducted a whole school Treasure Hunt activity focussing on how astronauts conduct their lives in space including eating, sleeping, and using the bathroom. Students in all year levels continued to be engaged in all four strands of Science as science grows in strength across the whole school. Junior Science students observed the growth and changes in meal-worms, and Senior Science students constructed their own creations using their understanding of electricity.

The Year 6 Enviro-Rangers once again led the school's composting and recycling programs with excellence, along with caring for the school garden and worm farm. Our school continues to grow its recycling programs by expanding on the number of different materials that can be collected for recycling. Our school continues to maintain its high emphasis on sustainability through its actions and links to the curriculum.

### Student Wellbeing and Support

Our therapy dog initiative continued in 2020 with Maxi, Rigby and Luna being joined by a new furry staff member, another Luna. Throughout the very different year of 2020 our dogs continued to support the wellbeing of staff and students and put smiles on our faces through the role that they served at the school.

The Social and Emotional Group Program which started in 2019, with a focus on resilience, emotional regulation and friendship continued and grew in 2020. In addition to the groups, the Peer Mediator Program continued to operate under the umbrella of the Social Skills Program. Our Peer Mediators performed an important leadership role assisting and supporting other students at recess and lunch times in the playground.

The Friendly School Plus Social and Emotional Program was implemented in classes as part of the Health and Physical Education curriculum and the Smiling Minds Program continued to be utilised to support mindfulness and wellbeing amongst our students and staff. Students participated in data collection through the South Australian Wellbeing and Engagement Census Survey.

We held our second successful whole school Wellbeing Day organised by our dedicated Wellbeing Committee. The theme for 2020 being Healthy Friendships. The students were involved in a number of rotational activities based around friendships and wellbeing and heard from guest speaker Adam Przytula from Armed For Life. It was a great day with the highlight being a whole school photo on the oval.

### BYOD / Technologies

The Year 4-6 BYOD Program is now fully rolled out. With a combination of student and school owned devices, 100% of our children now have one-to-one access to iPads in their classrooms.

The school consistently deploys available resources to support student learning, this is evidenced in the financial management data in this report. The School Board ratifies the annual budget and reviews expenditure at every meeting.

### Indonesian

This learning area was introduced in 2018 with our Year 3 cohort. Teachers delivered this program utilising KETAWA, developed for the Department of Education Western Australia. This program will expand to include Year 6 in 2021.



# Student Behaviour

## Positive Behaviour Support

In 2020, Positive Behaviour Support (PBS) was a continued whole school focus at Mindarie Primary School. The school has four behaviour expectations.

We are Respectful  
We are Resilient  
We are Safe  
We will Achieve and Learn

The PBS team consists of 12 staff members and the team's purpose is to guide the entire school community in developing a common understanding of the agreed expected behaviours and how to explicitly teach these.

PBS lessons are taught explicitly with a new behaviour focus introduced at assemblies and run for a total of four weeks. All students have the opportunity to earn PBS Stars in the classroom and playground by demonstrating the 'Green' behaviours. Stars are recorded in each students PBS Booklet.

Some successes in 2020 included:

- The PBS Expectation Mosaic project, including the whole school art competition and design of the mosaics. These designs were taken away by Workshed Mosaic, and designed into 1.2 metre installations. The students worked collaboratively with the team from Workshed to paste precut tiles onto fiberglass boards. These were then grouted, and put into their permanent home at the entrance to Mindarie Primary School.
- (In 2019) - Installation of PBS Stars on Library Block.
- (In 2019) - Implementation of the 'Hat Patch' - to replace the wrist band.
- Purchase of PBS branded duty vests that display the teacher's name.
- 'Current Focus' posters designed and put into prominent positions outside each block.
- A move from SIS Integris to SEQTA for all Pastoral Care information and behaviour frequency recording, allowing for greater record keeping abilities across the school.
- Each behaviour focus was included in the school newsletter and presented to students at each assembly.
- Students who received PBS Star Stamps were rewarded with certificates and other rewards, including free dress, picnic lunches, and a movie day and culminating in a PBS disco in Term 4.
- Our PBS internal coach completed a school SET (Survey) to review and give feedback on the school's PBS progress.

## Targets

Our PBS targets (95% of students receiving bronze, 75% receiving silver, 65% receiving gold and 50% receiving hat patches) were all met in 2020. We believe that because of the changes to record keeping in SEQTA, we were better able to manage outcomes from the PBS Program, and were able to hold all community members accountable to reaching the targets.

The PBS team reviewed some of the changes that were implemented and the following foci's were agreed on for 2021:

- Staff will continue to give out PBS stars from the very beginning of the year.
- All staff including specialists will give out PBS stars to students - including when on duty.
- A PBS Induction Session with new staff is to be established.
- All staff will be held more accountable for giving out PBS stamps by more consistent monitoring of our targets.
- Design of a 'PBS Cheat Sheet' for teachers desks for quick review.

	Whole School PBS Targets			
	Bronze	Silver	Gold	Hat Patch
Target	95 %	75 %	65 %	50 %
2020 Result	99%	95%	83%	52%





## PBS Initiatives in 2020

**PBS Stars - Installed on Library Block**



**PBS Hat Patch - In Action!**



**PBS Mosaic - Whole School Project**



## NAPLAN 2020

Students in Year 3 and Year 5 in 2020 did not complete NAPLAN Online due to the global COVID-19 Pandemic.

As such, there are no 2020 NAPLAN reports or data.

## Student Attendance

### Primary Attendance Rates

Mindarie Primary School continues to maintain a regular attendance level above 80%. The school's attendance rate cannot be compared to the state's average and like schools due to the COVID-19 pandemic.

	Attendance By Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2018	85.9%	12.5%	1.6%	0.0%
2019	81.2%	15.5%	3.2%	0.0%
2020	83.2%	14.6%	2.2%	0.0%

	Year Level Attendance						
	PP	Y01	Y02	Y03	Y04	Y05	Y06
2018	95%	95%	96%	95%	95%	94%	95%
2019	93%	94%	95%	94%	95%	94%	95%
2020	94%	94%	94%	95%	94%	94%	94%

Through regular attendance and absence patterns, and reviewing the reasons given for absences, students who are at risk of poor attendance or becoming disengaged are identified early.

With the introduction of SEQTA in the second half of 2020, parents automatically receive an email on each Friday if their child has any unexplained absences. Teacher's intervene and follow up with improvement strategies for students with attendance below 90%. Case management is undertaken and attendance plans are developed for students with attendance below 85%.

In 2020, student attendance was only commented on in Semester 2 reporting due to the COVID-19 pandemic.



## Student Attendance

Attendance Targets		
Decrease Unauthorised Absence to 30% or less	Decrease the % of students in the 'Indicated' attendance records to less than 10%	Severe At Risk to be maintained at 0%
Achieved	Not achieved	Achieved

The 'Indicated at Risk' percentage was higher than the previous two years and 2.5% above our set target. However, our 'Severe At Risk' and 'Moderate At Risk' categories have now been achieved with students originally in these categories maintaining a higher level of attendance.

### Target - Not Met

**Maintain the 'Severe at Risk' group of Aboriginal students at 0%:** Not Achieved

	Attendance Category Aboriginal Students			
	Regular	At Risk		
		Indicated	Moderate	Severe
2018	73.9%	18.7%	3.5%	3.8%
2019	69.0%	19.0%	12.0%	0.0%
2020	60.0%	10.0%	10.0%	20.0%

### Target - Met

**Reduce the number of absences due to vacations taken during term time:** Achieved

	Absence Due to Vacation
2018	27.0%
2019	22.2%
2020	15.5%

The number of in term vacations as a percentage of total absence was low in 2020, however, this was due to the conditions that surrounded the COVID-19 Pandemic.

Parents are required to advise the school in writing if taking a vacation during school time. These expectations will continue to be communicated to the school community via the newsletter, Facebook and school reports. This will remain a focus area for 2021.





## Student Performance - Literacy

### Literacy

Overarching Strategies used to achieve Literacy targets include:

- Associate Principal supporting English across K-6 for continuity and whole school practices.
- English committee was responsible for the development of a whole school Literacy Operational Plan focused on Reading, Writing, Spelling, Punctuation and Grammar.
- Teachers plan, assess and report using the West Australian Curriculum in line with SCSA requirements.
- Whole school implementation of the Talk4Writing process including a revised whole school model text genre schedule.
- Continue to implement whole school Words Their Way Spelling program from PP to Year 6.
- In line with whole school Visible Learning focus, Learning Intentions and Success Criteria for all Literacy lessons are communicated to students. Impact Coaches from the Visible Learning Coalition supported staff in the construction of effective learning intentions and success criteria.
- Use of formative and summative evidence based data to monitor student progress, implement teaching and learning strategies and evaluate targets to improve student achievement.
- In line with whole school Visible Learning focus, begin to calculate effect sizes of assessment data to make comparisons between Progress and Achievement for all strands.
- Select students identified to participate in the LEAP Program (Literacy Enhancement and Achievement Program). Students attend a one-on-one session with an Education Assistant every day. Part of this forms small group intervention with an Education Assistant, which we have identified through rigorous testing.
- Administer the Department's On-Entry Assessment in PP and for selected students in Years 1 and 2. Identify students at risk in Pre-Primary.
- Identification of students at educational risk in Kindy using the Kindergarten Assessment Tool (KAT).
- Emphasis across the school to moderate through whole school processes and Common Assessment Tasks including Reading Assessments of PM Benchmark Running Records and Literacy Pro, Words Their Way Spelling Inventory and Brightpath in Writing.
- SAER Coordinator to assist teachers with the development of strategies to address identified needs of students with learning difficulties.
- Dandelion reading assessment to be completed in PP and Year 1 to form data collection and identify students at risk for the next schooling year. This will identify students at academic risk and monitor their progress and achievement.

### Literacy Fine Grain Data

Words Their Way Spelling Stages			
Target: 75% of students will achieve their target Spelling Stage			
	End of Year Spelling Stage Goal	2019	2020
Year PP	Middle Letter Name-Alphabetic	79%	80%
Year 1	Early Within Word Pattern	75%	80%
Year 2	Late Within Word Pattern	73%	47%
Year 3	Early Syllables and Affixes	60%	66%
Year 4	Middle Syllables and Affixes	56%	35%
Year 5	Late Syllables and Affixes	34%	29%
Year 6	Derivational Relations	14%	49%

### Analysis of Words Their Way 2020:

- Looping Cohort: Year 2 2017 to Year 3 2018: 20% increase in number of students achieving target spelling stage.
- Pre-Primary and Year 1 cohorts continue to achieve year level targets.
- Increase in Year 6 cohort achieving year level target from Year 6 2019 14% to Year 6 2020 49%.

### Recommendations for Words Their Way 2021:

- Continue the current data collection regime and ensure the results are interrogated at year level and whole school level each term in staff meeting time.
- Staff to interrogate data and align Words Their Way to explicit teaching of phonics.
- Literacy leader in conjunction with a West Coast Language Development Centre support officer to streamline explicit phonics practice within classes.
- Teachers to complete the same composite tests in term 1 and term 4 to track the overall growth and progress of each student.

## Student Performance - Literacy

PM Benchmark Reading Assessment						
Target: 90% of Students Mastered Expected Level at End of Year						
	PM Level Benchmark	2016	2017	2018	2019	2020
Year PP	Level 8	53%	67.8%	57%	44%	34%
Year 1	Level 14	72%	85.9% (>L12=92%)	78%	80%	65%
Year 2	Level 20	49%	85.5% (>L19=90%)	84%	87%	74%
Year 3	Level 24	83%	75% (82%)	96%	82%	80%

### Analysis of PM Benchmark 2020

- There has been a slight increase in the % of students from cohorts achieving target level through the years, eg PP 2019: 44% - Year 1 2020 65%.
- Year 1 only achieved 65%, however 20 students were assessed as passing level 13. These students, had they been retested could have seen an increase in this result.

### Recommendations for PM Benchmark for 2021

- 2020 target levels remain.
- Focus on retelling main events and answering literal and inferential questions during explicit reading rotations. Purchase of new decodable guided readers and home readers.
- Continue the current data collection regime and ensure the results are interrogated at year level and whole school level each term in staff meeting time.
- Rigorous Phonics testing has been introduced in PP and Year 1 at the end of the year to identify areas to improve in reading skills.
- Purchase of new decodable guided readers and home readers to align to phonics scope and sequence.
- Identification in PP with lack of sequenced readers. PP will have a reviewed target in 2021 with the Sparkle Kit Assessment – 80% PP will reach level 3.
- Appears that students need assistance in inferential understanding. A closer look at vocabulary instruction in classes to improve in this area.

Achievement Target: 89% of Students Will Achieve Year Level Lexile Benchmark							
Progressive Target: 90% of Students Will Achieve an Effect Size of > 0.4							
	Lexile Benchmark	2018	effect size of >0.4 - 2017	2019	effect size of >0.4 - 2018	2020	effect size of >0.4 - 2020
Year 4	600	61%	69%	70%	50%	74%	53%
Year 5	700	70%	66%	82%	62%	82%	55%
Year 6	800	67%	32%			75%	26%

### Analysis of Literacy Pro 2020:

- Increase in % of students achieving target in Years 4 and 5 2020.

### Recommendations for Literacy Pro 2021:

- Students achieving well below expected level to be assessed using PM Benchmarks until they reach expected level in order to identify specific areas of need.
- Continue the current data collection regime and ensure the results are interrogated at year level and whole school level each term in staff meeting time.

## Student Performance - Literacy

	On-Entry Assessment Pre-Primary Students Will Achieve a Score of 0.3		
	2018	2019	2020
Speaking and Listening	83%	87%	90%
Reading	89%	90%	85%
Writing	18%	unavailable	Unavailable

### Analysis of On-Entry 2020:

- Maintaining % of students at target levels.

### Recommendations for On-Entry 2021:

- All PP students not achieving 460 for Reading to be tested on Sparkle Kit decodable readers.
- Back-mapping On-Entry skills with Kindy Assessment Tools to identify links.
- Review of new scoring system and using median scoring for 2021 – this to be reviewed for 2022.

	Brightpath Writing Assessment 2020 75% of students will reach the average performance						
	PP	1	2	3	4	5	6
Recount	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Narrative	60%	89%	85%	89%	95%	72%	N/A
Persuasive	N/A	N/A	N/A	89%	80%	N/A	77%

### Analysis of Brightpath 2020:

- Maintaining % of students at target levels.

### Recommendations for Brightpath 2021:

- Staff to continue to use Brightpath and use data to inform unit plan and track individual progress.
- Teachers to moderate within year levels to maintain effective teaching.
- Teachers to follow Talk 4 Writing scope and sequence to score required samples on Brightpath.





## Student Performance - Numeracy

Mathematics continued to be a key focus area in 2020. There was a commitment to refining and embedding whole school Numeracy practices. Professional Development in Gavin Grift's 12 Action Cycle of Learning was completed and staff identified areas in Mathematics to focus on from Common Assessment Tasks.

The whole school Numeracy Program iMaths and associated assessment tracker system continued to be implemented across the school from PP-Year 6. The iMaths program provided fine grained data to track students' progress using the Readiness Test and iMaths trackers from Years 1-6. The One Minute Basic Facts Test was used to gauge the number of children who were achieving at the expected level according to age in addition, subtraction, multiplication and division. PAT Maths tests were administered in Term 4 for students in PP to Year 6. This finer grain data was used to inform teachers of areas of focus when planning for the 12 Action Cycle of Learning.

Mathematical Vocabulary was a focus. Staff used Paul Swan's vocabulary book to explicitly teach Mathematical language. Every classroom received a Maths Box that included everyday resources, games and equipment that was used in lessons.

PAT Maths 2020 Whole School Data			
2020 Target: 90+% On or Above Stanine 5 2018/2019 Target: 80+% on or above Stanine 5			
	2018	2019	2020
PP			92%
Year 1	95%	97%	86%
Year 2	87%	78%	88%
Year 3	76%	77%	88%
Year 4	78%	76%	84%
Year 5	54%	68%	70%
Year 6	69%	76%	74%

PAT Maths Stable Cohort Whole School Data				
Target: 90% stable cohort students will achieve an effect size of >0.4 from Term 4 2019 to Term 4 2020				
Year 2	Year 3	Year 4	Year 5	Year 6
78%	82%	55%	60%	50%

### Analysis of PAT Maths Test 2020

- Although targets have not been met across all cohorts, there has been an increase in the % of students that achieved the target in most cohorts from 2018 – 2020.
- The Proficiency strands are an area of focus.
- 2020 was the first time PP students completed the test.

### Recommendations for PAT Maths Tests 2021

- School target of 90% of students achieving Stanine 5 or above will remain the same.
- Continue the ongoing improvement of Numeracy through the use of the whole school program iMaths.
- Staff analyse and use PAT Maths data to identify learning focuses to plan and implement 12 Cycle Action Plans.
- Continue to use PAT Maths scaled scores to track individual growth and effect sizes in stable cohorts.

iMaths Readiness Test 2020 Whole School Data					
Target: 90 +% of students will reach 70% score for test total at the beginning of the year					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
71%	70%	65%	64%	56%	51%

### Analysis of iMaths Readiness Test 2020

- The students completed the iMaths Readiness Test in Term 1 2020.
- No year groups achieved the target at the beginning of the year.

### Recommendations for iMaths Readiness Test 2021

- The Mathematics Committee determined that the iMaths Readiness Test and Tracker books would not be used in 2021. PAT testing and Common Assessment Tasks will be used to identify focus areas.

## Student Performance - Numeracy

Westwood One Basic Fact Assessment Whole School Data: <u>Addition</u>					Westwood One Basic Fact Assessment Whole School Data: <u>Subtraction</u>				
Target: 90+% of students will reach age level or above					Target: 90+% of students will reach age level or above				
2019		2020			2019		2020		
	Term 1	Term 3	Term 1	Term 3		Term 1	Term 3	Term 1	Term 3
Year 1	56%	65%	56%	83%	Year 1	44%	66%	44%	65%
Year 2	65%	82%	65%	65%	Year 2	62%	81%	62%	87%
Year 3	84%	81%	80%	91%	Year 3	75%	75%	70%	87%
Year 4	83%	79%	79%	84%	Year 4	74%	60%	68%	76%
Year 5	88%	90%	86%	86%	Year 5	87%	76%	72%	72%
Year 6	84%	91%	85%	87%	Year 6	61%	62%	66%	73%

Westwood One Basic Fact Assessment Whole School Data: <u>Multiplication</u>					Westwood One Basic Fact Assessment Whole School Data: <u>Division</u>				
Target: 90+% of students will reach age level or above					Target: 90+% of students will reach age level or above				
2019		2020			2019		2020		
	Term 1	Term 3	Term 1	Term 3		Term 1	Term 3	Term 1	Term 3
Year 3	70%	82%	54%	79%	Year 3	68%	72%	37%	51%
Year 4	71%	56%	81%	88%	Year 4	54%	53%	59%	79%
Year 5	88%	80%	81%	68%	Year 5	77%	76%	60%	60%
Year 6	66%	71%	67%	66%	Year 6	57%	61%	60%	74%

### Analysis of Westwood One Minute Basic Facts Assessment 2020

- Although targets have not been met across all cohorts, there has been an increase in the % of students that achieved the target in most cohorts from 2019 – 2020.
- Low percentage of Year 2 students achieved the target for Multiplication and Division.

### Recommendations for Westwood One Minute Basic Facts in 2021

- School target of 90% of students reaching their age level or above will remain the same.
- Continue to teach explicit Mental Maths strategies using the Mindarie Scope and Sequence.
- Years 1 and Year 2 students will only complete the Addition and Subtraction tests as formal multiplication and division are not in the curriculum.



## Student Performance - Numeracy

	On Entry Performance			
	Target	2018	2019	2020
PP	100% 0.8 and Above	81%	94%	86%
PP	70% 1.0 and Above	62%	72%	68%

### Analysis of On Entry 2020:

- Targets were increased from 90% achieve 0.8 and above in 2018 to 100% to achieve 0.8 in 2020.
- 100% achieving 0.8 – Close to achieving.
- Overall increase of students achieving 0.8 from 2018 to 2020.

### Recommendations On Entry 2021:

- All PP students not achieving 0.8 to be assessed again at the end of the year.
- Back map skills to identify focus areas for Kindergarten.
- Continue the current data collection and ensure the results are interrogated at year level Term 1.

### Ahead to 2021

- Continue to embed the use of programming documents linking the West Australian Curriculum, First Steps and iMaths.
- Continue to refine Numeracy Block pedagogy.
- Continue to use Gavin Grift's 12 Action Cycle to differentiate teaching to students' needs and develop Common Assessment Tasks to monitor student progress and achievement.
- Staff to develop Rich Common Assessment Tasks to use as an assessment tool.
- Continue to maintain a focus on Mathematical Vocabulary and Problem Solving.
- Administer the One Minutes Basic Facts Assessment in Term 1 and Term 3 and track student progress.
- Strengthen the case management approach for students who have been identified as making less than moderate progress On Entry to Year 3 and NAPLAN.
- Continue to embed Visible Learning, Learning Intentions and Success Criteria into Numeracy teaching. Differentiate learning by using SOLO Taxonomy.
- Continue to develop links to STEM through a focus on problem solving, iMaths investigations and the proficiency strands.
- Continue to collect and analyse a range of data in the Planning, Teaching and Assessment Cycle, including the Westwood One Minute Basic Facts Test, PAT Maths and NAPLAN.
- Continue to administer the Department's On-Entry Assessment in PP for all students and for selected students in Years 1 and Two. Analyse data and use to guide planning.
- Use PAT Maths fine grain data to monitor student progress, implement teaching and learning strategies and evaluate targets to improve student achievement.
- 50% of teaching time to be dedicated to Mathematics.
- Regularly use Concrete, Pictorial and Abstract approach.
- Engage in Professional Learning and workshops to build the capacity of staff to identify misconception in Maths – Back the Front Maths.
- Continue to build capacity of staff through the Teacher Development School initiative.
- RUMA Network Schools focus on Mathematics across the school, K-12.
- Data analysis facilitated by Tom Gigg (Department of Education).





## Student Performance - Science

The 2020 Science program continued using the format of teaching Biological and Chemical Science in Semester 1, and Physical and Earth and Space Sciences in Semester 2. Mr Pete Steel has taught Science to Years 1-3, and Mr Brad Whitaker to Years 3-6. In Term Four all students in years 3 to 6 completed the Science PAT Test, which is the basis of our annual Improvement Targets in the Science Operational Plan.

We have been successful in meeting the target of achieving a year level PAT Test score average which is higher than the National average across all year levels. At Year 6 level we are over 3 points higher on average which is an excellent achievement.

2020 Targets		
Science PAT Test Median Achievement Score will be at or better than National average.	Increase Median PAT Test Score of each year level by 5% from previous year.	Increase 95th percentile score of each year level by 2% from previous year.
<b>Achieved</b>	<b>See Below</b>	<b>Achieved</b>

Science PAT Test Median Achievement Score will be at or better than National average		
	National Average	2020
Year 3	115.8	116.3
Year 4	118.5	119.2
Year 5	121.2	122.9
Year 6	122.3	125.5

Increase Median PAT Test Score of each year level by 5% from previous year			
	2019	2020	% Growth YoY
Year 3	116.3	116.3	0.00%
Year 4	116.8	119.2	0.97%
Year 5	118.9	122.9	0.97%
Year 6	125.5	125.5	0.00%

In regards to increasing the median PAT test score for each year level by 5% from previous year, we have since replaced this target in the 2021 Science Operational Plan. The new target reflects the increase the median PAT test score of each year level from previous year. We were successful in being able to maintain or increase the median score for each year level in this year.

Increase 95th percentile score of each year level by 2% from previous year			
	2019	2020	% Growth YoY
Year 3	145.8	135.4	-0.93%
Year 4	133.2	140.8	1.06%
Year 5	138.7	146.2	0.95%
Year 6	141.3	136.6	-0.97%

In regards to increasing the 95th percentile PAT test score for each year level by 2% from previous year, we were successful in doing this across two or the four cohorts of students. We have since replaced this target in the 2021 Science Operational Plan with an increase 95th percentile PAT test score of each year level from previous year.



## Students - Enrolment

	School Enrolment Numbers (PP - Y06)				
	2016	2017	2018	2019	2020
<b>Enrolments</b>	618	622	668	668	698

In 2020 the demand for places in the kindergarten area of the school remained strong resulting in 100 students being accommodated in this area.

The Three's Plus program offered on site by Keiki Early Learning continued to grow. Many parents view this program as their child's transition into Mindarie Primary School.

Mindarie Primary School continued to attract a large number of requests for out of area enrolments; these requests were predominantly from Quinns Rocks, Quinns Beach, Catalina (a park of Clarkson) and other nearby suburbs. Out of area requests required a letter from enrolling adults outlining the reasons behind the request to enrol along with supporting documentation such as previous school reports and achievement results.

## Students - Student Destinations

	School Destinations (Graduating Y06)	
	2019	2020
Alkimos College	1	10
Australian Christian College	0	1
Balcatta Senior High School	0	1
Bob Hawke College	1	1
Butler College	2	2
Duncraig Senior High School	1	0
Greenwood College	2	0
Irene McCormack Catholic College	10	5
Kinross College	27	20
Lake Joondalup Baptist College	3	2
Mater Dei College	0	1
Northshore Christian Grammar School	1	1
Ocean Reef Senior High School	1	0
Peter Moyes Anglican Community School	30	30
Prendiville Catholic College	0	3
Quinns Baptist College	12	15
Shenton College	1	0
St James' Anglican School	0	3
St Stephen's School	0	1
Yanchep Secondary College	1	0

One student who exited to Bob Hawke College, won a placement into a Specialist Academic Program for Year 7, 2021.

Mindarie Primary School continues to build its relationships with local high schools through the strengthening of the RUMA Networks, collaborative projects in Mental Health/Wellbeing, Mathematics and Professional Learning, as well as school visits for students and staff.

Mindarie Primary School also began using SEQTA in 2020, bringing our student management system in line with most feeder high schools to assist with transition planning for our students.

## Community Participation - P&C

In 2020 the P&C also had to find a different way to operate whilst maintaining connection with the school community. Most of the P&C projects went online. All uniform shop orders were via the Quick Cliq app as were lunch orders and icy pole orders as the school became a cashless environment. Whilst the changes did take a while to become universally accepted ultimately it was a much more successful system.

The Fathering Project had a raft of plans that it tabled at the commencement of 2020. Unfortunately, these were also postponed or cancelled due to COVID-19 restrictions. Later in the year they were able to hold a highly successful film night and also the campout, which has become a popular annual event.

The P&C coordinated Friday lunch ordering and icy poles on Wednesdays. They also organised the coffee, food and ice-cream vans for open night, and sporting and special events.

The P&C ran the uniform shop. This service was greatly valued by all members of the school community.

Last year was a huge year in relation to uniforms as sun safe faction shirts were introduced to be worn on Faction Fridays.

Unfortunately, the annual Mother's Day stall had to be cancelled however, the Father's Day Stall was able to be held. Other fundraising such as sausage sizzles, Entertainment Book sales, Picture Products orders and a stall at the Interschool Sports Carnival were held.

Funds were expended on part purchasing of Matific and Reading Eggs licenses. In addition, the P&C committed to funding a new climbing net for the Senior Primary playground.

Mindarie Primary School is fortunate to have such a dedicated and involved parent body.





## School Management - Staff

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 Teachers Registration Board of Western Australia. In 2020, all full time staff members participated in a minimum of eight days of professional development, equating to an average expenditure of \$4532.08 per teacher, exclusive of course costs.

### A Focus on Professional Learning

Due to COVID-19 the staff professional learning in term one focussed on preparing for distance education. Staff were upskilled in the use of Seesaw as a means of daily communication with parents and students. This platform also allowed for students to submit work in a safe environment and to receive feedback on the work. In addition staff needed to upskill in the use of digital media as a form of communication and also in order to create virtual assemblies for their classes. Teachers were assisted in both of these areas by experts on the school staff.

Staff were also upskilled in the use of ZOOM as a tool to facilitate meetings and connection with other staff and students.

As part of our Wellbeing focus all staff were trained in the Friendly Schools Plus program. This program was utilised across the school to focus on student wellbeing and engagement. In addition, staff built on their knowledge of the Smiling Minds Program which has been implemented across the whole school from Kindergarten through to Year 6.



Staff in the Year 5 area undertook specific Professional Learning in relation to the teaching of Indonesian and also the use of BYOD devices in their classrooms. This required them becoming proficient in the use of Apple Classroom.

A highlight in our Professional Learning calendar was the whole of staff participation, at the Kaarta Koomba (Kings Park) Education Centre. Staff were able to explore the significance of Kaarta Koomba to the Nyoongar people and in the process learn more about the traditional way of life and caring for country. This Professional Learning linked directly to the Department of Education Western Australia expectations of staff in relation to the Aboriginal Cultural Standards Framework.

All staff completed diabetes training Level One and Two online.

Mindarie Primary School is a Professional Learning Community. Mindarie Primary School, being the Network School for the RUMA network, is also a Teacher Development School (TDS) in Mathematics and English. Mr Crosby and Mrs Berry together with a coalition of teachers drive this project and deliver Professional Learning to a raft of schools across the state, from country, remote and metropolitan areas. Staff expertise has grown through TDS. Mindarie entered its third cycle as a TDS school at the commencement of 2020. Mindarie is highly regarded for the level of Professional Learning it delivers. TDS Professional Learning was delivered via Webex in 2020 due to the restrictions created by COVID-19.

Staff absenteeism was as expected due to the requirement for staff to clear long service leave. This will be an ongoing situation given that many of the staff at the school are highly experienced due to their longevity in relation to working with the Department. In addition, several staff went on COVID-19 leave due to health issues or the need to quarantine.

Two long serving teaching staff moved to new schools at the end of 2020. In addition, four teachers took maternity leave across the 2021 school year. Mrs Bewick was seconded at the commencement of Term Four, to a position at the Leadership Centre. This created an opportunity for Mr Crosby and Mrs Berry to take on leadership positions as Associate Principals.

The flexibility in relation to staffing, afforded by being an Independent Public School, has ensured that Mindarie Primary School is well placed to ensure that we have staff with the capabilities that our school requires in all positions.

Staff continued to utilise the flexibility offered by the Department of Education in relation to job fractions to tailor their working hours to best meet their requirements. This resulted in variations of job fractions.



### Meetings

- During the 2020 year the Mindarie Primary School Board held four board meetings.
- The board meetings were open to all members of the Mindarie Primary School Community.
- A quorum of members was at each meeting.
- A board meeting was not held in Term Two due to the restrictions in place as a response to the State Government's requirements during COVID-19.
- Minutes were recorded for all meetings.

### Governance

The Mindarie Primary School Board in 2020 has been involved in the reviewing and endorsement of the following school policies:

- Reporting to Parents.
- School Dress Code.
- Gifted and Talented Policy.

### Additional Governance Foci

- The board reviewed the tenure of existing board members, a register of membership was established.
- An election of the Board Chair and Deputy Board Chair was held as per good governance practices.
- An election of members from the school staff was held.
- The board reviewed the recommendations from the School Review conducted by the Department of Education Western Australia in Week Eight of Term Four 2019.
- The Board reviewed the Terms of Reference and updated these.
- Code of Conduct was reviewed and ratified. Code of Conduct is to be signed at each meeting.
- Group norms were established.
- The Board approached a number of community members in relation to becoming Board members.
- Board ratified that the City and Drive gate only be used as an entrance point for students.
- The Board lobbied the Shire of Wanneroo in relation to solutions for the Kiss and Drive area.
- The Board reviewed and approved the proposed School Development Days for 2021.
- Due to COVID-19 there was no School Annual Report to review.
- The Board was informed about the results from the SA Wellbeing and Engagement Census. This Census reflects student satisfaction.

### School Community Voice

Input from the school community was sort in relation to:

- Reporting to Parents policy and how it impacted on 2019 end of year reports.
- The reintroduction of Faction Shirts.
- The Dress Code Policy.
- Due to COVID-19 there was no Parent/Community satisfaction survey completed.
- Survey in relation to how students travel to and from school.
- Championed the P&C focus on the Fathering Project.





## School Management - School Board

### Finance

- The Board ratified the 2020 School Budget.
- The Board reviewed the One Line Budget Preliminary projections
- The Board endorsed the Student-Centred Funding statement.
- The Board approved the Fees and Charges schedule for the 2021 school year.
- The Board reviewed and approved the Personal Use lists and costs for each year level for the 2021 school year.

### School Progress Against the School Business Plan 2018-2020

- The schools progress in relation to the targets as set in the Business Plan was discussed.
- Data was presented in relation to progress in Literacy, Numeracy, PBS, ICT skills and attendance.





## Financial Management 2020

The school had a Finance Committee that follows an established procedure to formulate and monitor the school budget in accordance with the provisions of the Financial Administration and Audit Act. Resources were managed according to school priorities identified through the school planning process.

The annual budget was set by the Manager Corporate Services and ratified by firstly the Finance Committee and then the School Board. The school's resources and staff were efficiently organised and managed to provide an effective and safe learning environment, as well as ensuring value for money. Budgets were integrated and aligned with learning priorities. The school continuously reviews the range and quality of all available resources. Resources were high quality and support the evidence based programs implemented, which were aligned to the school plans.

2020 was the sixth year of the school operating under the Student Centred Funding Model. Funding was directly linked to student and school characteristics. With surety around funding predictions for the commencement of 2020, we were able to continue to fund a special needs Education Assistant to run a tailored program to assist students with 'Growing Friendships', 'Zones of Regulations' and 'Developing Resilience'. In addition, this Education Assistant also ran the Peer Mediators Program and coordinated the Smiling Minds Program.

Funding continued to be allocated to the provision of an Education Assistant to run the one on one Reading Support Program. In addition to this, in 2020, the school funded an Education Assistant dedicated to working with students on the 'Sounds Write' Program.

In 2020 the school was again selected to be Teacher Development School (TDS) which provided \$44,000.00 in extra funding. The school also continued as the RUMA network school in 2020, which resulted in a further \$27,000.00 in salaries being provided to the school. The TDS funding released staff members from the school to support other schools locally and across Western Australia. This had a positive impact for Mindarie Primary School as it enabled staff expertise and leadership to be further developed.

In 2020 the school continued with its partnership with WAPPA which resulted in the school being able to appoint another Associate Principal 0.2 to backfill whilst Mrs Bewick was presenting for WAPPA. The school was also funded 0.05 for a teacher to focus on developing a health and wellbeing scope. Mrs MacLean continued in this role.

The school funded the establishment of the Media Arts Program which required the purchasing of iPads and other technology for this program as well as the furnishing of the learning space.

Outdoor blinds were installed to both ends of the veranda in between TP4 and TP5 and also to both ends of the veranda outside TP6. This afforded weather protection to these areas, increasing their use as a learning area.

The tiger turf area was refurbished during the long holiday break and work also commenced on painting the doors around the school. In addition, all classrooms requiring new floor covering had upgrades in this area.

Large projects undertaken by the school to improve the learning environment include the installation of an amphitheatre and the installation of the new climbing frame in the Senior Playground area. In addition, the school purchased and had installed an electronic sign to facilitate better communication.

The school also purchased two shipping containers to create a more accessible sports area for students.

Planning was also commissioned for the instalment of a new naturescape in the Early Childhood Area.

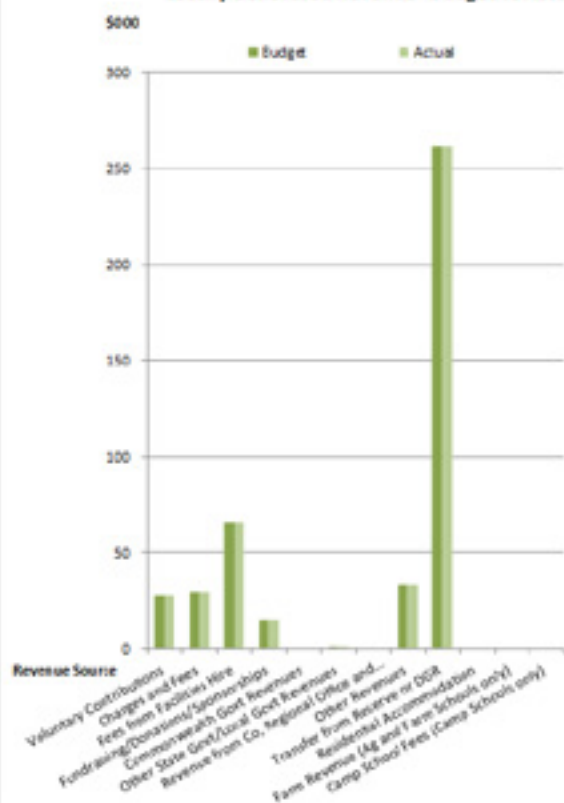
The following graphs and charts summarise the school's financial position for 2020.



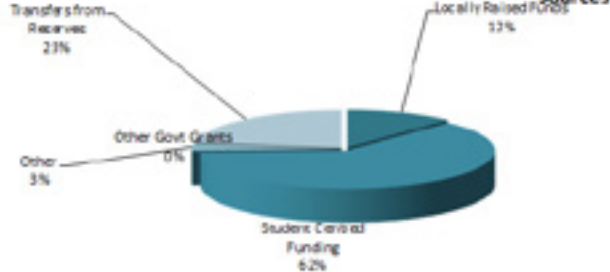
## Financial Management 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 27,386.00	\$ 27,386.00
2	Charges and Fees	\$ 29,376.00	\$ 29,376.36
3	Fees from Facilities Hire	\$ 65,996.00	\$ 65,996.36
4	Fundraising/Donations/Sponsorships	\$ 15,023.00	\$ 15,022.93
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 33,274.00	\$ 33,274.39
9	Transfer from Reserve or DGR	\$ 261,884.00	\$ 261,883.80
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>\$ 433,559.00</b>	<b>\$ 433,559.04</b>
	Opening Balance	\$ 187,850.00	\$ 187,850.36
	Student Centred Funding	\$ 714,613.00	\$ 714,613.30
	<b>Total Cash Funds Available</b>	<b>\$ 1,336,022.00</b>	<b>\$ 1,336,022.70</b>
	Total Salary Allocation	\$ -	\$ -
	<b>Total Funds Available</b>	<b>\$ 1,336,022.00</b>	<b>\$ 1,336,022.70</b>

Locally Generated Revenue - Budget vs Actual

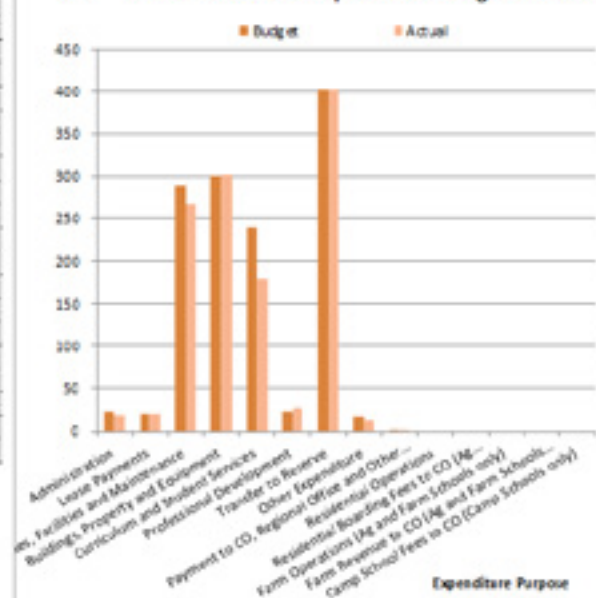


Current Year Actual Cash Sources

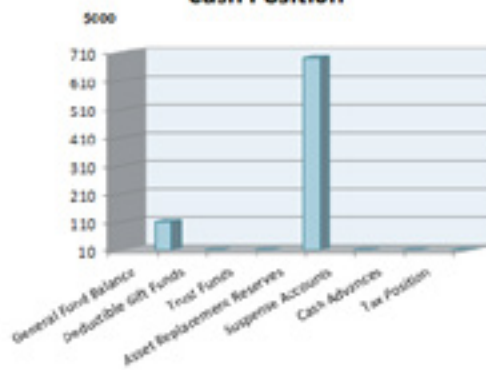


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 22,782.00	\$ 17,652.20
2	Lease Payments	\$ 18,760.00	\$ 18,757.25
3	Utilities, Facilities and Maintenance	\$ 288,354.00	\$ 267,770.43
4	Buildings, Property and Equipment	\$ 300,141.00	\$ 302,220.77
5	Curriculum and Student Services	\$ 238,521.00	\$ 178,354.06
6	Professional Development	\$ 22,273.00	\$ 26,729.56
7	Transfer to Reserve	\$ 401,166.00	\$ 401,166.00
8	Other Expenditure	\$ 16,171.00	\$ 11,927.66
9	Payment to CO, Regional Office and Other Schools	\$ 1,430.00	\$ 1,125.00
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>\$ 1,309,598.00</b>	<b>\$ 1,225,903.43</b>
	Total Forecast Salary Expenditure	\$ -	\$ -
	<b>Total Expenditure</b>	<b>\$ 1,309,598.00</b>	<b>\$ 1,225,903.43</b>
	Cash Budget Variance	\$ 26,404.00	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:

Bank Balance	\$ 705,729.93
Made up of:	
1 General Fund Balance	\$ 110,500.07
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 690,006.36
5 Suspense Accounts	\$ 2,335.50
6 Cash Advances	\$ 400.00
7 Tax Position	\$ (36,712.00)
<b>Total Bank Balance</b>	<b>\$ 705,729.93</b>

As of 31st December, 2020





# Mindarie Primary School

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