



Seek to Learn  
**Newborough**  
Primary School

# Annual Report

## 2020



Think | Create | Collaborate



# Newborough Primary School

## Annual Report 2020

### ***Principal's Introduction***

The Annual Report provides the Newborough Primary School (PS) Community with an overview of the programs, activities and achievements for the 2020 school year, along with planned directions for 2021.

The year 2020 will be remembered as the COVID year. The school year began as any other with sound planning and lots of enthusiasm. Within weeks the world's COVID pandemic impacted on many of the school's activities and events. A broad range of activities were either cancelled or modified as a result of the Health Department's advice and Department of Education's response. This included cancellation of the ANZAC Service, NAPLAN testing, incursions and excursions, choir performances, sporting events and many more. Where possible when restrictions were lifted the school ran modified events such as the Year six camp, athletics carnival and assemblies. As much as practicable we endeavoured to run the school as normal. Parents and volunteers were excluded from site for a considerable period and later access was modified to accommodate social distancing requirements. Schools were not required to produce a 2019 Annual Report. This 2020 Annual Report includes NAPLAN data from 2019 as this was the latest NAPLAN data testing for us to make judgements against these key areas in the Business Plan 2018-2020.

The school environment has many elements that come together to determine the overall success of the school in meeting the academic, social and physical needs of each child. These elements must work together in order to achieve the best outcomes. Through this report, I trust you will be able to gain a clear sense of the culture the staff and I are working hard to consolidate and grow at Newborough.

The report briefly outlines the programs delivered across each of the learning areas and their degree of success in meeting the needs of the children from Kindergarten through to Year 6.

We believe in order to have effective teaching and learning programs that the children's social/emotional health is critical. The introduction of the Positive Behaviour Support (The Newborough Way) and commencement of the three-year Mental Health strategy are testament to this belief reflected in Our Vision, Our Purpose and Values (Business Plan 2018-2020). This report reflects this belief and portrays our efforts to provide a stimulating, positive, learning environment for every child.

In order to gain maximum benefit from the annual report, it should be considered along with other school information such as newsletters, the school's website, My School and Department of Education websites, special initiatives and your child's individual documents such as reports and portfolios. Whilst this report is an essential part of the communication between the school and the community, I encourage you to come along and be actively involved in school activities. In this way parents can gain the best understanding of the school and at the same time contribute to its growth and development.

The Business Plan 2018-2020 includes an ambitious range of improvements presented across four priority areas:

1. Learning Excellence. Success for ALL Students
2. Quality Teaching
3. Safe and Supportive Environment, and
4. Strong Governance

Throughout 2020 the School Board, staff and Administration team reviewed the current Business Plan and constructed the new Business Plan 2021-2023. This was endorsed by the school Board and will begin implementation in 2021.

The school's Business Plans are available on the school's website at <http://www.newboroughps.wa.edu.au/>

***John Worthy***  
**PRINCIPAL**

## SCHOOL FEATURES & OVERVIEW

### Location

Newborough School is positioned on the boundary of Doubleview and Karrinyup. The area has steadily changed over the last decade. Many older homes on large blocks have been demolished to make way for more modern dwellings including units and townhouses. The area is close to amenities including shops, freeway and public transport as well as being relatively close to the ocean.

### The School

The buildings are set in spacious, attractive grounds with adjoining public recreation areas. Student numbers are just below 400 students (K-6). The student enrolment at census for 2020 was 396. The school has a modern, purpose-built Early Childhood Centre that houses three Kindergarten classes and two Pre Primary classes. We also have a modern Library/Resource building and an enclosed undercover area for general student use and special functions. All classes have interactive whiteboards and a set of laptops and I-pads. The Bring Your Own Device (BYOD) program for year 4-6 was very successful with several modifications made after feedback from parents, students and teachers. In 2019 this program was extended to year 3 to assist with years 3 and 5 students completing NAPLAN online. The school has loan devices for all classes to use and to supplement children in years 3-6 who do not have their own device. All classes and work areas are air conditioned and have gas or electric heaters.

### The Grounds

The large grassed areas, trees, seating and modern play equipment, ensure a very pleasant environment that is enjoyed by the school and wider community. Each year, further improvements are made to the school grounds to enhance the environment for children, staff and parents. The feature walls, signage, artwork and garden now provide an attractive and professional statement that has added greatly to a positive first impression. The P&C has continued to carry out improvement projects which not only enhance the attractiveness of the grounds but also caters for play and education of the children. In 2020 P&C held a series of busy bees at the Nature playground near the mini amphitheatre/kitchen gardens. In 2019 the school earned a \$15 000 Suez Community grant, kindly supplemented by the P&C to construct the Sustainability Outdoor Classroom and Shed. In 2020 the school was successful gaining a Playgrounds Grant from the Department of Education Playgrounds funding to provide a Shade Shelter. We also received a Commonwealth Community Grant supported by Mr Vince Connolly, Member for Stirling, to replace our single flagpole with three new flagpoles on a platform. We were fortunate to be able to have an opening ceremony coinciding with NAIDOC Week after schools were able to increase visitor participation during the COVID response period.



## STUDENT PROFILE

### Enrolment

At the end of the 2020 school year there were 58 Kindergarten, 50 Pre Primary and 268 Primary aged children attending the school - a total of 396.

The school is fortunate to have children from varying cultural backgrounds. Among the countries and cultures represented are Aboriginal, Japan, South Africa, Italy, United Kingdom, Poland, France, Germany, New Zealand, Yugoslavia, Russia, Arabia, India, Portugal, Serbia, Romania, China, Vietnam, Indonesia and the USA.

Student attendance rates fluctuated during various phases of the COVID response period. Children's attendance is monitored closely both on a daily, weekly and term basis. The school uses the Short Message Service (SMS) program whereby text messages are sent to parents at 9.45am if the school has not been advised that a child will be absent. This ensures student welfare is monitored and attendance tracked.

The school invests heavily in the enrolment and induction process for new parents and students. We hold Kindergarten and Pre Primary orientation and open days to assist new parents to become familiar and involved in the school.

## Wellbeing

The school is committed to ensuring that student wellbeing underpins all we do in the school. Optimum learning will only occur when children feel safe and enjoy being at school. Central to this belief is a comprehensive Behaviour Development and Management Policy that provides children with clear boundaries and many positive incentives to act responsibly and consider the needs of others. Supporting this policy is the Positive Behaviour Support program detailed in the section titled 'Managing and Developing Student Behaviour.'

Each class has also been aligned with a "buddy class" throughout the year. Senior classes are aligned with junior year levels and they share special events and activities, developing a special bond.

The school usually conducts a three-day camp for the Year 6 classes during term one. The venue was the Point Peron Camp School as this has all the required resources and is within a comfortable distance from the school. The camp aims to promote team building and interpersonal skills among the students in preparation for their transition to high school. This year the camp was restricted to a one night camp at the Swan Valley due to COVID restrictions. Year Six teachers did an amazing job to organise this.

## Transition

Transition programs operate at the key levels of Kindergarten, Pre-Primary and Year 6. The early childhood transition operates informally throughout the year, leading up to more formal activities in fourth term. The physical layout of the school is such that children move very smoothly in terms of the physical aspect and the learning environment.

During 2020 our Year 6 students were able to access transition time with their intended high school. Each of the local secondary schools has transition meetings for students and for parents at various points during the year. The Year 6 teachers provided each of the Year 7 Co-ordinators and School Psychologists with specific information about children moving into each of the schools, particularly those children at risk. From our graduating year sixes 96% (94% in 2019) of students went to public schools: This continues a trend that NPS students are going to Public high schools. 64% to Churchlands SHS (60% in 2019) and 23% to Carine SHS (27% in 2019) with the remainder to other Government high schools 9% and private schools 4%. From 2020 parents in our school boundary have the option for either Churchlands or Carine SHS's.

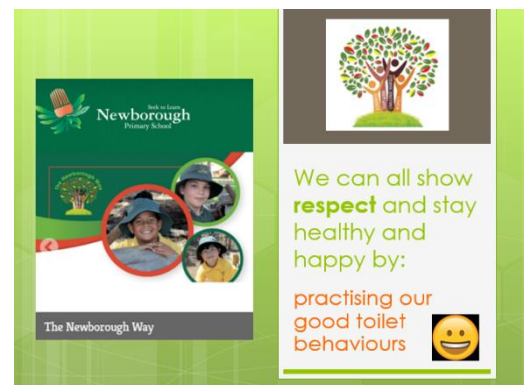
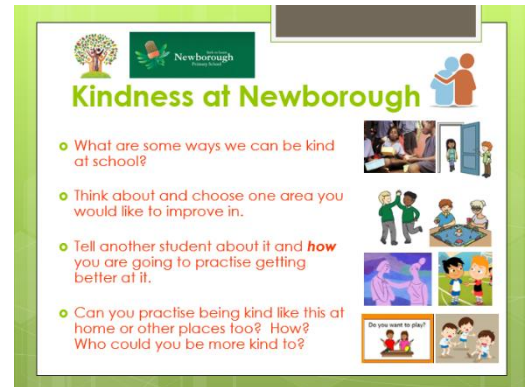
Destination Schools	Male	Female	Total
4012 Churchlands Senior High School	16	18	34
4057 Carine Senior High School	6	6	12
4168 Shenton College		2	2
1391 Australian Islamic Col-North		1	1
4036 Dianella Secondary College	1		1
1121 Iona Presentation College		1	1
4042 Perth Modern School	1		1
4144 Woodvale Secondary College	1		1

## Student Leadership and Faction Leadership

Student leaders were elected at the end of 2019 for 2020. The leadership team comprised a Head Boy and Girl and Deputy Head Boy and Girl. The leadership team met regularly to organise events and discuss school issues. In 2020 student leaders were once again hosted for a luncheon and a tour of Parliament House by our local member for Scarborough, Mrs Liza Harvey MLA. Mrs Harvey is also our School Patron.

Faction Leadership includes a Captain girl and boy from year six and Vice-Captain girl and boy from year five. Faction leaders assist with organising sports events, running the faction points competition, reporting at the assemblies and putting out and bringing in sports equipment before school and during breaks. In 2020 the school introduced a range of student leadership roles including Science, Music Positive Behaviour and Sustainability leaders to diversify leadership and provide greater opportunity for senior students.

The Ocean Net Student Leadership Conference was held at Challenge Stadium. The Conference is open to all year 6 students in the Ocean-Net Network, including Newborough, Doubleview, Deanmore, Scarborough, Yuluma and visiting Lake Monger Primary School. It included various leadership activities and local guest speakers. The conference aims to strengthen student leadership in all our schools and assist students with transition to high school. The event was such a success that schools have decided to continue with the conference in future years.



## STUDENTS AT EDUCATIONAL RISK (SAER)

Newborough PS uses a tiered approach to assessment called Response to Intervention (RTI). RTI is an approach that helps identify learner needs and provides appropriate support. The RTI framework provides interventions to students at increasing levels of intensity by continuously assessing the level of support that a student needs in order to learn successfully. A range of evidence-based procedures will be used for the early identification of students who may be at educational risk in these tiers.

The school employs a permanent School Psychologist 1 day a week. The School Psychologist forms part of the student services team, comprising of the Student Services Deputy Principal, School Psychologist and School Chaplain. The team meet regularly to discuss students at educational risk. Students are referred to the team by teachers in consultation with parents. The team is available to review, plan and assist in the implementation of Individual Education Plans (IEP) and if necessary can refer on to outside agencies. Students who are not performing at the appropriate level for their year may be referred to the literacy intervention program, Minilit. This program is very targeted in improving student's basic literacy skills. Small groups participate in the program and the school has seen many students make rapid improvements after participating in the program.

### Future Directions for 2021

The school is continuing to deliver the Minilit intervention program to assist students requiring intensive literacy support. The school will be focussing on ensuring quality differentiated teaching practise to ensure students at all levels will be able to access the curriculum at their level. The school received a grant for the implementation of a Mental Health in School's program which is being coordinated by a Level 3 Teacher. This is done through the government's "BE You" Framework, which aims to implement a whole learning community approach to mental health and wellbeing. The continues to engage the services of the School of Special Education Needs to assist Teachers to support students with disabilities.

## MANAGING & DEVELOPING STUDENT BEHAVIOUR

### Positive Behaviour



The school holds the belief that all children have the right to learn in a supportive, caring and encouraging environment. The school has a very clear and comprehensive policy in regard to behaviour development and management.

The school has continued its work on the Positive Behaviour Support (PBS) program.

The school has established the core values of:

- Respect
- Kindness
- Challenge yourself
- Teamwork

These values are known as **The Newborough Way**. Along with the values, a logo for the school's values has been developed which represents our links to the area the school is located, encompasses our natural landscape surrounding our school. 2018 saw the installation of a number of visual displays that highlight the Newborough Way values. The school has established a matrix of expected behaviours for areas throughout the school and these are beginning to be taught to students.

Classrooms use the 1, 2, 3 Magic behaviour management process. This is aimed at developing a whole school approach that is consistent for students and staff. A comprehensive system of whole school and classroom incentives is the foundation for our school policy. Children also understand that inappropriate behaviour will lead to a sanction or consequence. Wide ranging data is maintained to assist the school in determining whether current policy and strategies are effective. Classroom behaviour management strategies are working effectively in all classrooms. There has been a whole school focus on Classroom Management and Instructional Strategies which has consolidated good, consistent practices across the school.

### Future Directions for 2021

The PBW (Positive Behaviour and Wellbeing) Team have developed a process to explicitly teach and reinforce the behaviours outlined in the Behaviour matrix. Lessons will be rotated through a schedule, that focuses on behavioural expectations linked to events occurring throughout the term. This alternates on a three-week basis that involves scheduled mini assemblies, a classroom practise session and a linked mindfulness component.

The PBW team will continue to refine the minor and major behaviours and continue to work with teachers implementing a check in system for minor behaviours and a process to deal with major behaviours.

## ATTENDANCE

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years. Schools have been advised not to include attendance data from the secure section of Schools Online in the 2020 Annual Report and to the School Board. During the COVID -19 period the school maintained close contact with all student's families to ensure access to either online learning material or school produced work packages and check in on student wellbeing.

### Future Directions for 2021

In 2021 the school continues to use the attendance team consisting of the Student Services Deputy, Chaplain, School Psychologist and; at times, involve the front office staff. The school will continue to address unauthorised absences and take a strong stance on authorised vacations by students during the school term.

## STUDENT WELLBEING

### Chaplaincy

This year the School Chaplaincy entered its fifth year through YouthCARE. Newborough Primary follows a philosophy of providing pastoral care for our students as part of our aim in achieving academic excellence. Working with our Student Services Team. Chaplaincy is an important part of our strategy. YouthCARE Chaplains provide holistic pastoral care to students, school staff and members of the community, irrespective of their faith or cultural backgrounds. The pastoral care provided has a broad scope and includes one on one and programmed group sessions addressing physical and mental health issues, social and values education, behaviour management, protective behaviours, emotional support and professional referrals. Our Chaplain, Alison Dee, worked on Tuesdays and Fridays.



### Future Directions for 2021

Unfortunately, Ali Dee resigned at the end of 2020 to take a new Chaplain position nearer her home. In term one, 2020 the school will review the roles and responsibilities of the Chaplain before working with YouthCare to advertise and fill the vacant Chaplain position.

### Mental Health

In 2018 as part of a Department Mental Health Initiative Newborough PS embarked on a journey to improve well-being at the school. Support to do this came via Student Centred Funding Target Initiative Funds and is led by Level 3 teacher Lauren Danker. Newborough PS made the commitment to become a 'Be You' school and use the Beyond Blue Be You Framework to guide us to promote a culture of improved wellbeing in our learning community. In 2019 the Wellbeing Team worked on gathering data and began investigating programs that would support wellbeing in the school. In 2020 the Positive Behaviour Team and Wellbeing Team merged to become the PBW team. The data showed a strong link between wellbeing and behaviour. So far in 2020 the school has begun to implement the Smiling Minds Mindfulness curriculum across the school and was scheduled to have Yogazoo sessions in Term 2. However, this was cancelled due to the restrictions related to Covid-19.

### Future Directions for 2021

On the first School Development days the school will be running sessions on social cognition for all staff and how to cater for student emotional regulation. Yogazoo sessions will commence in Term 2 and there will be a continued focus on implementing the Smiling Minds mindfulness curriculum. The PBW Team will continue to participate in and research the Visible Wellbeing model.

## STAFF PROFILE

### Overview

Newborough PS has an enthusiastic, committed and experienced staff in both teaching and support roles. The job of the teaching staff is made easier due to an excellent support team. Each person takes great pride in the job that they do and their expertise, enthusiasm and commitment to the school is a great credit to everyone involved. All staff worked well together which once again enabled a great deal to be achieved educationally, as well as helping to ensure a very positive working environment. The school has a Workforce Plan that is designed to anticipate staffing needs and define recruitment processes so we identify and get the best possible staff to meet our needs.



### Qualifications

All teaching staff meets the professional requirements to teach in WA schools and are registered with the Teacher Registration Board.

### Professional Learning

All teaching staff engaged in a minimum of five days of professional learning. Key areas covered included the Australian Curriculum [English], Instructional Competencies [Explicit Teaching],

Classroom Management Strategies, Behaviour Management Strategies and Policy Review, and the continued development of Whole School Literacy and Numeracy Programs.

Occupation Group	Newborough Primary School (5412)			Like Schools		
	Headcount	% Full Time	% Part Time	Headcount	% Full Time	% Part Time
Leadership	3	100%	0%	2.8	85.7%	14.3%
Teacher	24	52%	48%	24.5	58.0%	42.4%
Mainstream EAs	7	0%	100%	6.0	30.0%	70.0%
Education Support EAs	7	29%	71%	6.4	23.4%	76.6%
Admin	4	25%	75%	3.0	43.3%	63.3%
Cleaner	3	0%	100%	4.1	14.6%	90.2%
Gardener	1	0%	100%	1.2	16.7%	83.3%
Other	2	0%	100%	2.0	10.0%	90.0%
<b>Grand Total</b>	<b>51</b>	<b>37%</b>	<b>63%</b>	<b>50.0</b>	<b>53.5%</b>	<b>47.2%</b>

### Leadership and Professional Recognition

Leadership structures are designed to best support the initiatives of the school's Business Plan 2018-2020. All teachers are on at least one of the school's four main priorities, Literacy, Numeracy, ICT and PBS, with representation from each of the phases of learning in each committee. Mr Stenhouse is responsible for Student Services (including SAER, Attendance, Student Leaders, Behaviour Management and Pastoral Care). Miss Tucknott continues with Curriculum leadership and Pedagogy. The Leadership/Administration team also includes the Principal and Manager Corporate Services, Mrs Sharon Singleton, all of whom work closely together sharing leadership and supporting responsibilities.

## SCHOOL BOARD

### Purpose of Board (Extracted from 'Terms of Reference')

*The Board is formed with the fundamental purpose of enabling parents and members of the community to engage in activities that are in the best interests of students and will enhance the education provided by the school.*

2020 was a year without precedent. As this turbulent year draws to a close it is valuable to reflect on the journey that the Newborough Primary School Board has taken. While COVID-19 has brought its own set of challenges for us all as individuals, families and as a community, it must also be acknowledged that our Board was not immune. However, while I feel that it would be remiss to attribute all these challenges to the pandemic alone, it has brought some of these issues into sharp relief. Reflecting on those challenges provides us all with an opportunity for growth.

### Our Members

The end of 2019 saw 4 valued members of the school Board make their departures; parent representative and former Chair, Yuliya Novik, parent representative Rebecca Mitchell, staff representative Vicki Tennant, and community representative Liza Harvey. All four members brought valuable expertise during their respective time on the Board and I would like to recognise the contribution that these women made to our school community and to the Board.

The start of the year saw an injection of fresh talent in the form of parent representatives Jason Davis and Cameron Leckey, and staff representative Sarah Lydon. It was also great to see Ian Garrett re-elected for another term as a parent representative. I had the privilege of being elected as Chair, with Cam Leckey taking on the role of Deputy Chair and I would like to thank him for the contribution he has made in the role. We were joined by existing parent representative Sean Johnson, staff representative Nick Stenhouse and community representative Gary Pittard. This year despite our efforts we have struggled to fill one of our community representative position.



In the middle of the year our Principal, John Worthy, took some much-needed time away from the school. Although this leave was necessary it did have a disruptive impact on the work of the Board. It did however provide us with the opportunity to work more closely with deputy Principal, Karen Tucknott, when she stepped in as acting Principal. It was a pleasure to work with Karen and I would like to acknowledge the incredible amount of work she has put in during this difficult time (in addition to the million and one other things she does around the school).

As the year draws to a close, I'd like to acknowledge 3 valued members who will be leaving the Board at the end of the year; parent representative Sean Johnson, community representative Gary Pittard, and staff representative Nick Stenhouse. All three have made valuable contributions to the Board during their respective tenures and I would like to thank them and wish them all the best.

I would like to welcome Rebecca (Becky) McGuckin as our newly elected parent representative and Lauren Danker as the new staff representative. I look forward to working with both over the coming years. We also have some promising prospects to join the Board in the community representative roles in 2021. Finally, I would also like to thank those who re-elected me in my role as parent rep for a second term.

### **Our Focus**

2020 as always going to be a significant year for our Board. As it was the final year of the 2018-2020 Business Plan it was time to review where we had come from, where we are, and most importantly to plan out the next stage of our journey by developing the 2021-2024 Business Plan.

A large portion of our time and effort this year has focused on the development of the new business plan. I feel that the new structure of the business plan will allow us to focus on the core areas of what makes Newborough Primary School great; "Empowering Successful Students", "Enhancing Collaborative Staff" and "Enriching Strong Community". I would like to thank Nick and Karen for all their efforts preparing and presenting different aspects of the new business plan, and to the members of the Board who provided valuable feedback. I would also like to highlight the Board's excellent work around the 'community' aspect which was developed during a group brainstorming session – it was truly a collaborative effort.

The focus on the business plan resulted in there being less time and energy to look at other aspects of the Board's operation and they did not receive the same level of attention as they would under normal circumstances. This is unfortunate and I look forward to a return.

### **Our Future**

For me, the lesson learned this year is that as a Board we need reflect on what we do and be open to looking at how we can do things better. We simply cannot fall back on "how things have always been done". We have had some robust discussions about a number of aspects of the school's operations – in particular the opening and closing times of the school gates. These discussions aren't always easy, but they are necessary. The key to a successful Board is the quality of the relationships within the Board, between the other groups in the school such as the P&C and the School's administration, and groups outside the school like the City of Stirling. I believe that we need to be more proactive about nurturing these relationships in future, so we can respect the role that each group plays in creating a great school, and so we can coordinate our efforts to achieve more than what we might when acting alone.

We have some amazingly talented individuals on our Board and in our school community – it is in our best interests to tap into that expertise. Next year we have proposed the creation of new sub-committees within the Board that will allow members to focus on priority areas of the school's operations; Community, Facilities, and Policy. I believe that this will be a fantastic opportunity to draw upon the know-how and experience of our members to make a substantial and constructive contribution to the school. I also see these sub-committees as an opportunity to share the workload of moving the school in the direction that we all want – many hands make light work as they say.

Finally, we must also have clarity of purpose – something that I feel we have been missing this year. Our capacity (or lack thereof) to draw upon expert training and guidance has really hampered our effectiveness as a Board. It will be a key priority for early 2021 to secure access to the high-quality training offer by the Department of Education for all members. I feel that it is critical that all members of the Board have a clear understanding of our role and responsibilities and the guidance to undertake our work efficiently and effectively in the best interests of the school. We must also look for opportunities to strengthen ties and share knowledge with the other OceanNet schools.

In closing, I don't believe that 2020 is a year that many of us will look back on fondly. Despite the substantial challenges we have faced this year I feel optimistic that we can move into 2021 with renewed energy and focus. I would like to thank all our members for their time, energy, contribution and the resilience they have shown this year and I look forward to continuing our work to make Newborough Primary School the best that it can be.



Callan Rose  
Board Chair, on behalf of the Newborough Primary School Board

# SCHOOL SURVEY 2020 RESULTS AND ANALYSIS – PARENTS, STAFF AND STUDENTS

NPS 2020 Parent Survey Analysis					
Questions	2016	2018	2020	Change	Comment
Respondents	51	76	52		2016 – 20%M, 80% F      2020 -31% M 69% F
Teachers at this school expect my child to do his or her best	4.4	4.2	4.2	-0.2	<b>Strengths</b> <ul style="list-style-type: none"> <li>Consistently high for student expectations (4.2)</li> <li>My Child feels safe (4.1)</li> <li>I can talk to my child's teacher about my concerns (4.1)</li> <li>My child likes being at this school(4.1)</li> <li>My child's teachers are good teachers (4.1)</li> <li>Teachers at this school care about my child(4.1)</li> </ul> <b>Most improved areas</b> <ul style="list-style-type: none"> <li>Teachers at this school motivate my child to learn (0.1)</li> <li>My child is making good progress at this school (0.1)</li> </ul> <b>Highest Scoring Areas:</b> <ul style="list-style-type: none"> <li>Teachers at this school expect my child to do his or her best (4.2)</li> </ul> <b>Areas for Improvement</b> <ul style="list-style-type: none"> <li>The school takes the parents' opinions seriously (3.2)</li> <li>The school has a strong relationship with the local community (3.3)</li> <li>General downward trend in nearly all areas over a 4 year period</li> </ul>
Teachers at this school provide my child with useful feedback	4.1	3.9	3.8	-0.3	
Teachers at this school treat students fairly	4.1	4.0	3.9	-0.2	
The school is well maintained	3.9	4.0	4.0	0.1	
My child feels safe at this school	4.6	4.2	4.1	-0.5	
I can talk to my child's teachers about my concerns	4.5	4.1	4.1	-0.5	
Student behaviour is well managed at this school	4.2	3.9	3.8	-0.4	
My child likes being at this school	4.6	4.2	4.1	-0.5	
This school looks for ways to improve	4.2	4.1	3.7	-0.5	
This School takes Parents' opinions seriously	4.0	3.7	3.2	-0.8	
Teachers at this school motivate my child to learn	4.2	3.9	4.0	-0.2	
My child is making good progress at this school	4.2	3.9	4.0	-0.2	
My child's learning needs are being met by this school	4.1	3.8	3.8	-0.3	
The school works with me to support my child's learning	4.1	3.8	3.6	-0.5	
This school has a strong relationship with the local community.	4.3	4.0	3.3	-1.0	
This school is well led	4.0	3.9	3.8	-0.1	
I am satisfied with the overall standard of education achieved at this school.	4.1	3.9	3.9	-0.2	
I would recommend this school to others	4.2	4.1	3.7	-0.5	
My child's teachers are good teachers	4.4	4.2	4.1	-0.3	
Teachers at this school care about my child	4.4	4.1	4.1	-0.3	
<b>Average</b>	4.02	3.99	3.86		
<b>Key</b>	concern <3.5	satisfactory 3.5-3.9	Very good 4.0-4.4	Excellent 4.5-5.0	

NPS 2020 Student Survey Analysis					
Questions	2016	2018	2020	Change	Comment
Respondents					2016 – 2020 -
My teachers expect me to do my best	4.6	4.6	4.6		<b>Strengths</b> <b>Most improved areas</b> <ul style="list-style-type: none"> <li>Management of student behaviour has improved each of the last three surveys</li> <li>Teachers treating students fairly</li> </ul> <b>Highest Scoring Areas:</b> <ul style="list-style-type: none"> <li>Teacher expectations are very high</li> <li>Teachers help students learn</li> <li>Teachers are good teachers</li> </ul> <b>Areas for Improvement</b> <ul style="list-style-type: none"> <li>Students opinions being taken seriously</li> <li>Students feeling comfortable to talk to teachers about their concerns</li> <li>Teachers motivating students to learn</li> </ul>
My teachers provide me with useful feedback about my schoolwork	4.0	4.3	4.3		
Teachers at my school treat students fairly	3.4	4.2	4.1		
My school is well maintained	3.6	4.0	4.1		
I feel safe at my school	4.2	4.4	4.4		
I can talk to teachers about my concerns	3.9	4.1	3.8		
Student behaviour is well managed at my school	3.2	3.8	4.0		
I like being at my school	4.0	4.2	4.2		
My school looks for ways to improve	4.1	4.4	4.2		
My school takes students' opinions seriously	3.7	3.9	3.9		
My teachers motivate me to learn	4.1	4.1	4.4		
My school gives me opportunities to do interesting things	3.9	4.0	4.2		
My teachers are good Teachers		4.5	4.6		
My teachers care about me		4.2	4.4		
<b>Key</b>	concern <3.5	satisfactory 3.5-3.9	Very good 4.0-4.4	Excellent 4.5-5.0	

NPS 2020 Staff Survey Analysis					
Questions	2016	2018	2020	Change	Comment
Respondents					
Teachers at this school expect students to do their best	4.7	4.8	4.7		<b>Strengths</b> <b>Most improved areas</b> <ul style="list-style-type: none"> <li>Student behaviour is well managed at this school</li> <li>This school is well led.</li> </ul> <b>Highest Scoring Areas:</b> <ul style="list-style-type: none"> <li>Students behaviour is well managed at this school</li> <li>Teachers at this school expect students to do their best</li> <li>Teachers at this school care about their students</li> </ul> <b>Areas for Improvement</b> <ul style="list-style-type: none"> <li>Teachers at this school provide students with useful feedback</li> <li>The school takes staff opinions seriously</li> <li>I receive useful feedback about my work at this school.</li> </ul>
Teaches at this school provide students with useful feedback	4.5	4.6	4.1		
Teaches at this school treat students fairly	4.3	4.6	4.6		
This school is well maintained	3.7	3.9	4.3		
Students feel safe at this school	4.3	4.5	4.7		
Students at this school can talk to their teachers about their concerns	4.6	4.6	4.6		
Parents at this school can talk to their teachers about their concerns	4.6	4.6	4.6		
Students behaviour is well managed at this school	4.2	4.6	4.9		
Students like being at this school	4.3	4.6	4.6		
This school looks for ways to improve	4.4	4.6	4.7		
This school takes staff opinions seriously	3.5	4.1	4.1		
Teachers at this school motivate students to learn	4.4	4.6	4.6		
Students' learning needs are being met at this school.	4.2	4.4	4.6		
This school works with parents to support students' learning	4.4	4.7	4.6		
I receive useful feedback about my work at this school.	4.0	4.1	4.1		
Staff are well supported at this school.	4.1	4.3	4.4		
This school has a strong relationship with the community		4.5	4.5		
This school is well led		4.3	4.6		
I am satisfied with the overall standard of education achieved at this school		4.6	4.6		
I would recommend this school to others		4.6	4.8		
Teachers at this school are good teachers		4.7	4.8		
Teachers at this school care about their students		4.7	4.9		
<b>Average</b>					
<b>Key</b>	concern <3.5	satisfactory 3.5-3.9	Very good 4.0-4.4	Excellent 4.5-5.0	

The School Survey was conducted in the second week of term three, 2020. This is consistent with the timing of previous surveys in 2016 and 2018. In 2020 the school was in transition from COVID phase two to COVID phase four restrictions. This may have impacted the results of the survey, particularly from parents who were still restricted from entering the school except by invitation. Some people felt quite strongly about this and the restrictions to before and after school play. Parent survey results clearly indicated that the school needs to take their opinions more seriously and to improve communication processes. Generally, the students and staff survey results were very similar to the 2018 survey.

### **Future Directions for 2021**

Develop the new 2021-2024 Business Plan to align with the Department's new Strategic Plan 2021-2024 'Building on Strength' and include a key area embracing 'Enriching Strong Community'. Within this component include Decision Making, Communication and Community Collaboration.

## **PARENTS AND CITIZEN'S ASSOCIATION**

Newborough PS enjoys tremendous support from the general parent body. Areas of involvement include help in classrooms, assistance on excursions, assistance at sporting events and carnivals, helping out on special activity days and volunteer work in the canteen to name some. Parent attendance at assemblies, P&C and School Board meetings, busy bees, etc. all go together to enhance the successful operation of the school. Mr Wes Gregory was re-elected as President with Mrs Tanya Johnson Vice-President along with a new executive team including Secretary Ms Carly Fowkes and Treasurer Jacob Martin. Unfortunately, COVID restrictions reduced the opportunity for several P&C meetings and organised events such as the school disco, colour run and parent afternoon teas.



The P&C support the school running the School Canteen each Monday, Wednesday and Friday and the Uniform Shop ensuring parents have quality, attractive and inexpensive access to purchase uniforms.

The very valuable contributions of the P & C Association during 2020 included:

- Running the school Booklist distribution
- Busy Bee in the Nature Playground to fix play equipment and tidy up the area, P&C shed and painting the canteen foyer
- Two wine fund raisers
- Purchasing Marimbas for the Music Program ((\$3396.88)
- Supporting the Reading Program (\$2000)
- Supporting the Athletics Program (42000)
- Easter raffle
- Planning the renewal of the Newbro Dads and Father Figures in 2021
- End of year show
- The P&C also contributed to a range of school and community events School Banking and Book-Club.
- Planning 2021 events in consultation with the school and Board

Each year the Newborough staff organises and caters for a special morning tea to recognise and thank the many parents / volunteers who have helped out in some way during the year. Also the Kindy Expo to assist new parents with transition to school.

## SCHOOL PRIORITIES – LINKED TO BUSINESS PLAN 2018-2020

### LITERACY, NUMERACY and PEDAGOGY:

#### Literacy and Numeracy

***Please Note: In 2020 Australian schools did not sit the NAPLAN testing program. The results and diagnosis of our progress is from the last set of NAPLAN testing data in 2019. (There was no Annual Report for 2019 due to COVID) NAPLAN testing is scheduled to resume in 2021.***



In the Western Australian Curriculum, students become literate and numerate as they develop the knowledge, skills and dispositions to interpret and use mathematics and language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Numeracy involves students in recognising and understanding the role of mathematics in the world and having the skills and capacities to use mathematical knowledge and skills purposefully.

The on-going analysis of student achievement data both systemic and school based provides the school with a basis to build both the literacy and numeracy programs on areas of student needs.

As part of our 'Assess, Plan and Act' model, our teaching staff reviewed both our year level English and Numeracy planning, ensuring it remains based on the Western Australian Curriculum and is current, valid and evidence based. While the planning in these documents is based on the standard year level teaching Content Descriptions aimed at students working at year level, Newborough PS always ensures we are inclusive in our teaching, planning and assessments to cater for student diversity. This includes students either with a disability, Gifted or talented students or students with English as an additional language or dialect.

Teachers differentiate their teaching for students with diversity to enable them to access the curriculum. This may be in either the form of a Documented Plan for students identified as needing a substantial or extensive curriculum adjustment or through quality differentiated teaching practices.

### **Whole School Strategic Targets 2019**

#### **Reading**

Increase the percentage of year five students achieving Reading NAPLAN scores in the top 20% or higher than like schools

**This was achieved. NPS had 36% of students achieve in the Top 20% compared to 29% of Like Schools.**

#### **Writing**

Maintain the percentage of year five students achieving Writing NAPLAN scores in the top 20% or higher than like schools

**This was not achieved. NPS had 15% of students achieve in the Top 20% compared to 26% of Like Schools.**

#### **Spelling**

Increase the percentage of year five students achieving Spelling NAPLAN scores in the top 20% or higher than like schools

**This was achieved. NPS had 42% of students achieve in the Top 20% compared to 28% of Like Schools.**

#### **Grammar and Punctuation**

Maintain the percentage of year five students achieving Punctuation and Grammar NAPLAN scores in the top 20% or higher than like schools

**This was achieved. NPS had 38% of students achieve in the Top 20% compared to 31% of Like Schools.**

#### **Numeracy**

Maintain the percentage of year five students achieving Numeracy NAPLAN scores in the top 20% or higher than like schools

**This was achieved. NPS had 39% of students achieve in the Top 20% compared to 30% of Like Schools.**

## **Literacy**

At Newborough PS, we have continued to teach from the WA Curriculum with a continued focus on increasing student reading and viewing achievement in 2020. Guided Reading continued to be a major strategy in classrooms along with the before school Ripper Reader program and the use of the Fountas and Pinnell Benchmark assessments and PAT Reading assessments to help formulate reading groups that catered for individual needs. We have continued to support home reading with Home Reading Book Marks with 4 levels of questioning and reading strategies for parents to follow in the PP-2 year groups along with Reading Certificates for nightly reading rewards.

Soundwaves was the major website licence purchased to complement the literacy programs along with the typing.com to help improve student keyboarding skills which became a focus for the preparation of students for NAPLAN Online. Most classes had access to a Digital Technologies teacher in 2020 to teach the knowledge and understandings and skills and process needed to sit these national tests online.

We continued to successfully run MiniLit as a small group intervention programs throughout 2020 to assist with targeted teaching of reading skills with identified students in Pre-primary and Year 1 and Year 2 and this has had proven results to remediate early literacy and pre-literacy skills.

The Soundwaves program is now established consistently in the school. This means all year levels from Years 1-6 are now working on program. Punctuation, grammar, phonics was continued to be taught explicitly.

A range of writing genres continued to be explicitly taught, with teachers following a Genre Scope and Sequence, to ensure consistency across the school. The whole school editing schemas of CUPS (K-2) and COPS (3-6) with PEEL as the strategy for teaching paragraphing was embedded as practice throughout the school. Newborough PS implemented a new Handwriting Policy which recommended the change of handwriting font from Victorian Modern Cursive to the New South Wales. This is now in place across the school.

## **Numeracy**

Teachers continued to follow Numeracy block teaching structures in 2020 with a continued focus on the proficiency strands (Understanding, Fluency, Problem Solving and Reasoning), mathematical literacies and mathematical vocabulary. After being introduced in 2016, 2020 saw the explicit teaching of problem-solving strategies based on schemas (See, Plan, Do, Check for K-2 and RUCSAC for Years 3-6) continued by providing students with 'real life' opportunities to select, use, communicate and evaluate their mathematical ideas.

Teachers also consolidated the use of the I-Maths student work book (Years 1-3) and Envision work books (Years 4-6) as part of their "I do" section of the numeracy block and to help provide quality differentiated learning in the classroom.

Data informed planning as teachers continue to use diagnostics before units of work and the PAT-Maths results for identifying strengths and areas for improvement. NAPLAN results for Year 5 in 2019 confirmed our positive direction of curriculum and pedagogy in the mathematics learning area. It is noted that the gap between Like Schools and NPS is closing and we will continue to work towards our target to achieve at or above Like Schools and we would expect to see this trend continue in the 2021 NAPLAN testing. Unfortunately we do not have 2020 NAPLAN results to confirm this direction.

## **Pedagogy**

At Newborough PS we are committed to implementing practices that research says make a difference to learning.

What underpins these practices is the creation of a classroom learning culture where students and teachers feel safe and supported, where there is a belief that all students can learn, where teachers are viewed as credible by students and where teacher student relationships are positive and nurtured as these are the necessary pre-conditions for these practices to have maximum impact. Hattie provides effect sizes of above 0.70 for these pre-conditions. Therefore, any focus on improving our collective practice starts here. Our focus on PBS from 2018 provides a supportive environment where practices that make a difference can flourish.

In 2020 we continued to focus on our explicit teaching model, especially in improving our own teacher efficacy on delivering relevant Learning Intentions and success criteria. This will lead to improving the feedback that teachers provide to students to keep the learning moving forward for each individual student. We will learn and share together to grow and improve our feedback practise and to develop a level of school wide consistency in this area.

Feedback is part of *formative assessment* or assessment 'for' and 'as' learning which is endorsed in SCSA's Guiding Principles of Assessment.

This focus will take the form of teachers reflecting on 4 key areas of their practise throughout the year.

- PRACTICE # 1: *Clarifying Learning* - What do we want students to learn (to know and be able to do)?

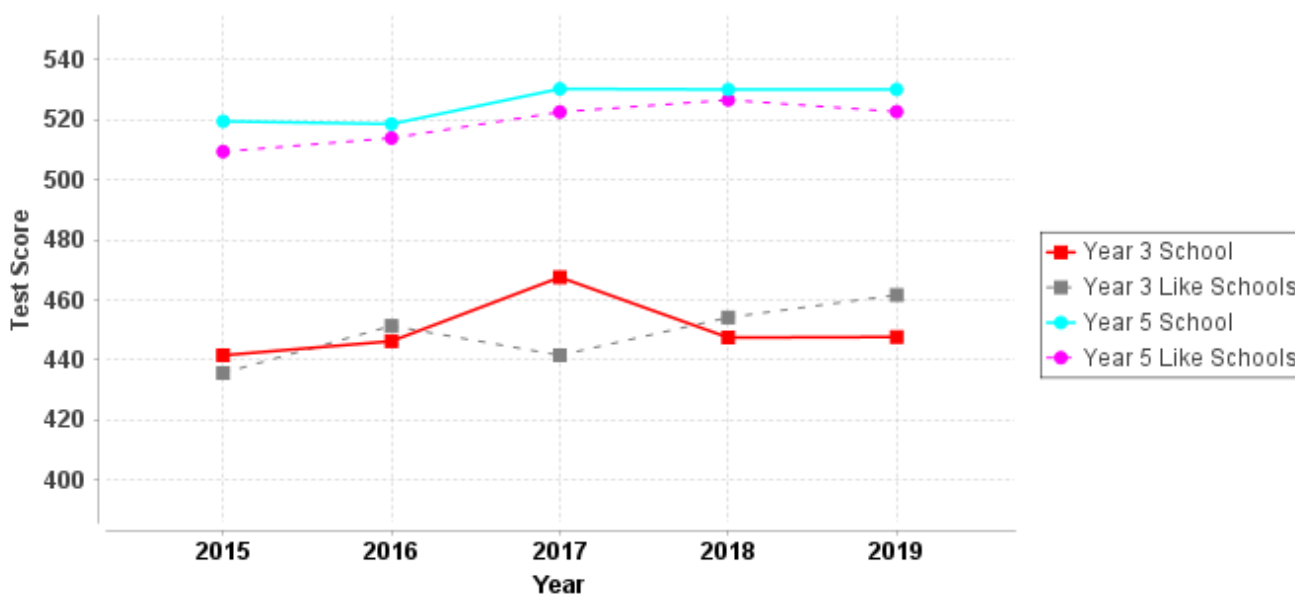
- PRACTICE # 2: *Eliciting Evidence* - How do we know where students are in their learning? Designing effective discussions and questions takes practice.
- PRACTICE # 3: *Providing Feedback* - How do students know what to work on next?
- PRACTICE # 4: *Activating Learners* - How can we encourage students to own their learning and become resources for their peers?

### NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY [NAPLAN]

Data collection is ongoing and is based on our school's Management Information System. One key part of our data collection is via the National Assessment Program Literacy and Numeracy (NAPLAN), which focuses on analysing student performance in Mathematics, Reading, Writing, Spelling and Language Conventions. NAPLAN assessment is undertaken with all students in Years 3 and 5.

Newborough PS compares our performance with statistically similar or Like Schools. These schools are similar in socio economic and educational advantage. In examining performance over time, we can determine our future focus and plan accordingly. Analysis of data shows students at Newborough Primary, in most areas, have higher progress and higher achievement when compared with students from all WA and Australia public schools.

**Average Reading Score**



### Reading

#### Reading Analysis

Both the Year 3 and 5 cohorts performed within the expected range and well above both WA Mean and the Australian Mean. This reflects a stable trend in the reading results at Newborough PS over the past four years with our focus continuing on explicit teaching of phonemic awareness, comprehension, vocabulary, phonics, and fluency through guided reading in the classroom along with better differentiation of teaching reading to our support, benchmark and extension students. This includes assessing all students on standardised reading assessments. NPS also conducts an intervention reading program in PP-2 called Minilit.

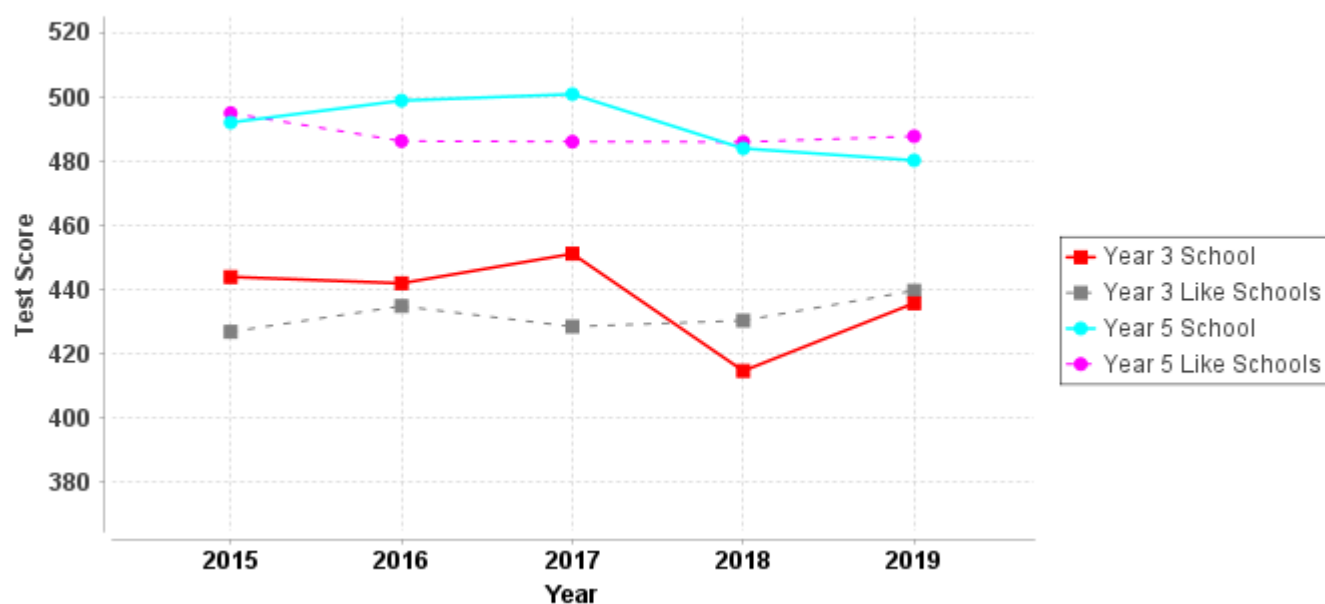
While the Year 5 group achieved higher than Like Schools, the Year 3 group scored just below. However, when compared to the scoring of the Top 20%, Middle and Bottom percentages, we scored similar in Year 3 although had a larger bottom 20%

#### Year 3 and Year 5 – Longitudinal Data – Reading

READING	YEAR	NPS Mean	WA Mean	Australian Mean	Like School Mean
	3	448	427	432	462
	5	530	504	506	523

WA PUBLIC SCHOOLS	YEAR 3		YEAR 5	
	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS
Top 20%	30%	32%	36%	29%
Middle 60%	56%	60%	55%	60%
Bottom 20%	14%	8%	8%	11%

### Average Writing Score



#### Writing Writing Analysis

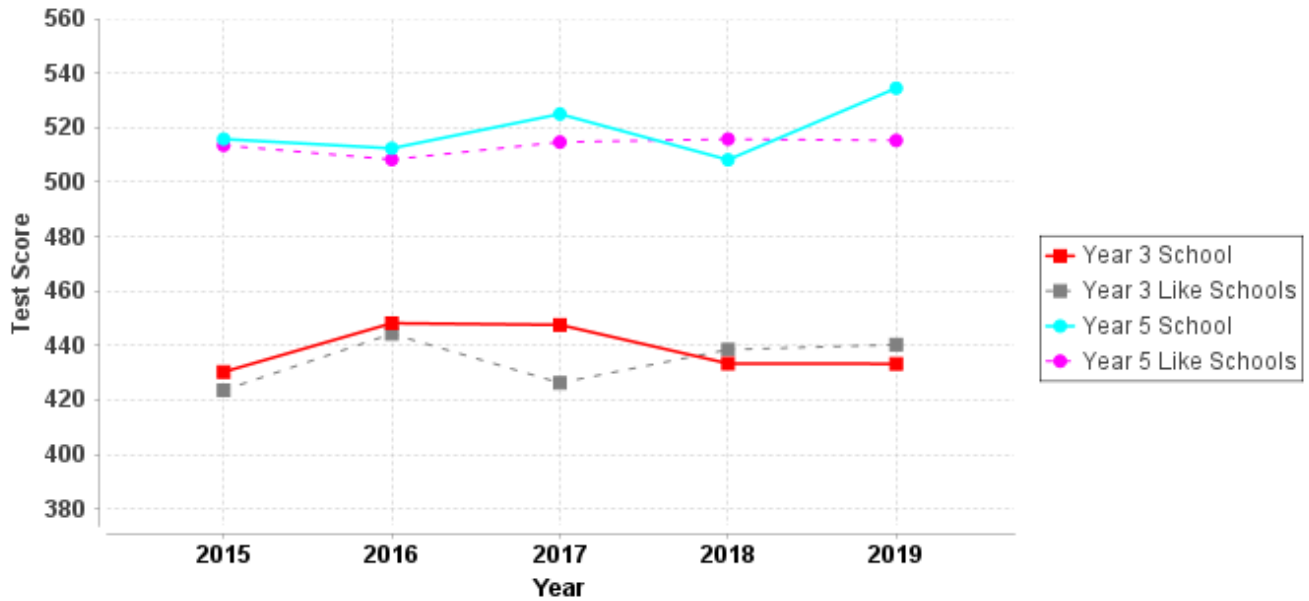
Both the Year 3 and 5 cohorts performed within the expected range. This stable trend has continued from the past four years as the school has maintained a strong focus on the 10 elements of writing; Audience, Text Structure, Ideas, Persuasive Devices, Vocabulary, Cohesion, Paragraphing, Sentence Structure, Punctuation, Spelling as well as the implementation of whole school editing codes. However, it is noted that the progress the Year 3 cohort made from 2017 to 2019 was lower than the progress of Like Schools, resulting in achieving in the Lower Progress-Lower Achievement quadrant in the Progress and Achievement graphs, based on our stable cohort. This is an area in which our 2018-2020 English Operational Plan will continue to focus on, with strategies for writing engagement as well as focussing on the Writing Instruction 3, 3, 10, 3, 6 model. This may become a line of inquiry for staff analysis.

WRITING	YEAR	NPS Mean	WA Mean	Australian Mean	Like School Mean
	3	436	420	423	440
	5	480	471	474	488

WA PUBLIC SCHOOLS	YEAR 3		YEAR 5	
	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS
Top 20%	24%	25%	15%	26%
Middle 60%	67%	67%	69%	64%
Bottom 20%	10%	8%	17%	10%

## Spelling

**Average Spelling Score**



### Spelling Analysis

Both the Year 3 and 5 cohorts performed within the expected range; and although the Year 3 cohort performed slightly below our Like School Mean, Year 5 students performed above Like School Mean. This is now the third year Newborough PS has had Soundwaves as one of our main supporting programmes in spelling across Years 1 to 6.

The continued focus in 2020 will still be on the explicit teaching of:

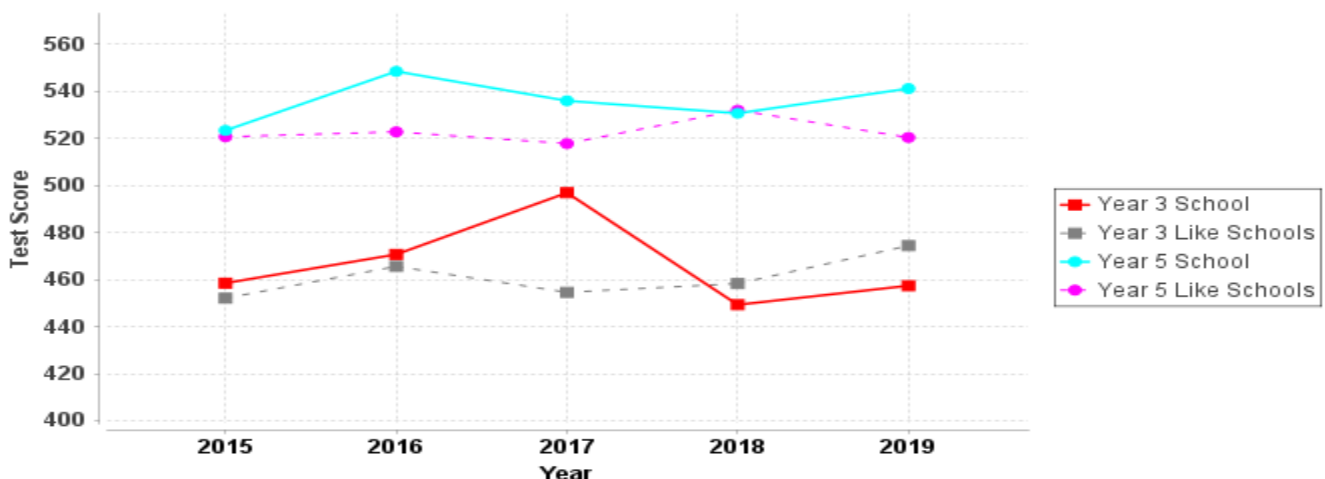
- sight words, and spelling strategies,
- phonemic awareness,
- graphophonic knowledge (sound/symbol relationship)
- morphemic knowledge (smallest meaning of units in a word (eg plurals, prefixes, suffixes etc)
- etymology knowledge (word origins)
- Transference of spelling into writing.

SPELLING	YEAR	NPS Mean	WA Mean	Australian Mean	Like School Mean
	3	433	412	419	440
	5	535	500	501	515

WA PUBLIC SCHOOLS	YEAR 3		YEAR 5	
	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS
Top 20%	30%	30%	42%	28%
Middle 60%	53%	61%	49%	58%
Bottom 20%	16%	9%	10%	14%

## Grammar and Punctuation

**Average Grammar & Punctuation Score**





### Grammar and Punctuation Analysis

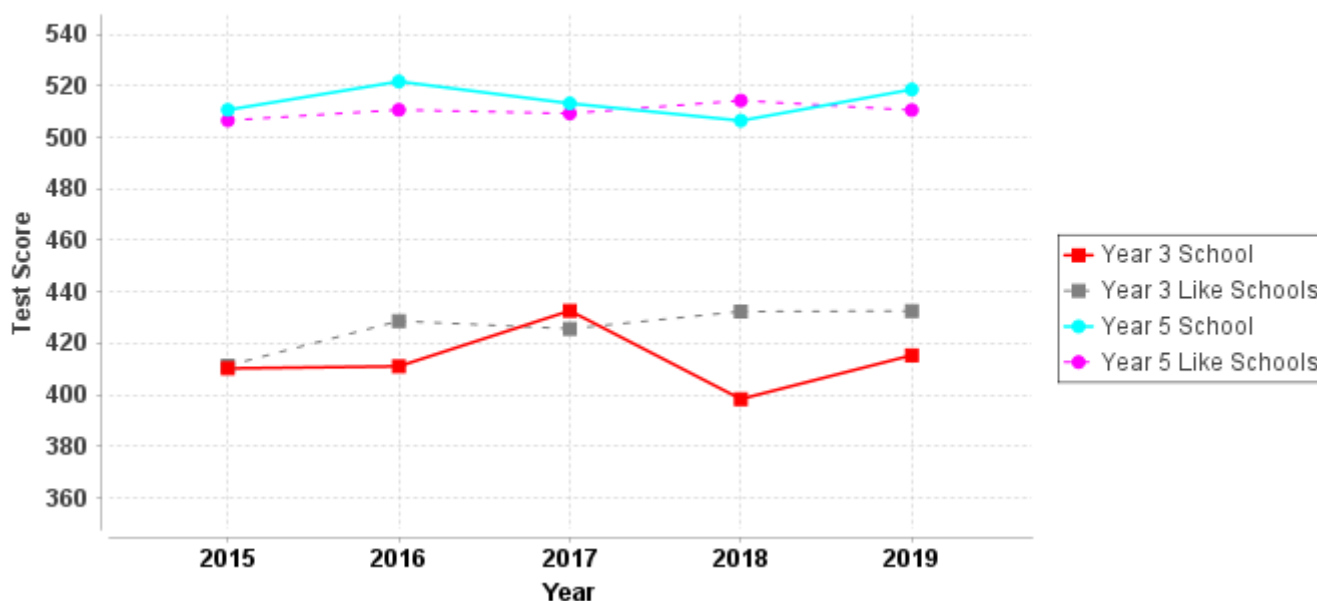
Both the Year 3 and 5 cohorts performed within the expected range. The Year 5 mean was higher than that of Like Schools, which could be due to the effect of the school's explicit teaching of grammar and punctuation with transference into writing program.

GRAMMAR PUNCTUATION	YEAR	NPS Mean	WA Mean	Australian Mean	Like School Mean
	3	457	435	440	474
	5	541	498	499	520

WA PUBLIC SCHOOLS	YEAR 3		YEAR 5	
	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS
Top 20%	28%	36%	38%	31%
Middle 60%	51%	58%	55%	58%
Bottom 20%	21%	7%	7%	11%

### Numeracy

Average Numeracy Score



### Numeracy Analysis

Both the Year 3 and Year 5 cohorts performed within one standard deviation of the expected range. The data supports our current focus on the areas of basic facts, worded number problems, understanding mathematical vocabulary and using problem solving strategies in mathematics across the school in 2020; using manipulatives, differentiation and worded problem solving in a consistent approach throughout all year levels.

NUMERACY	YEAR	NPS Mean	WA Mean	Australian Mean	Like School Mean
	3	416	405	408	433
	5	519	492	496	511

WA PUBLIC SCHOOLS	YEAR 3		YEAR 5	
	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS
Top 20%	17%	33%	39%	30%
Middle 60%	69%	57%	48%	60%
Bottom 20%	14%	10%	13%	11%

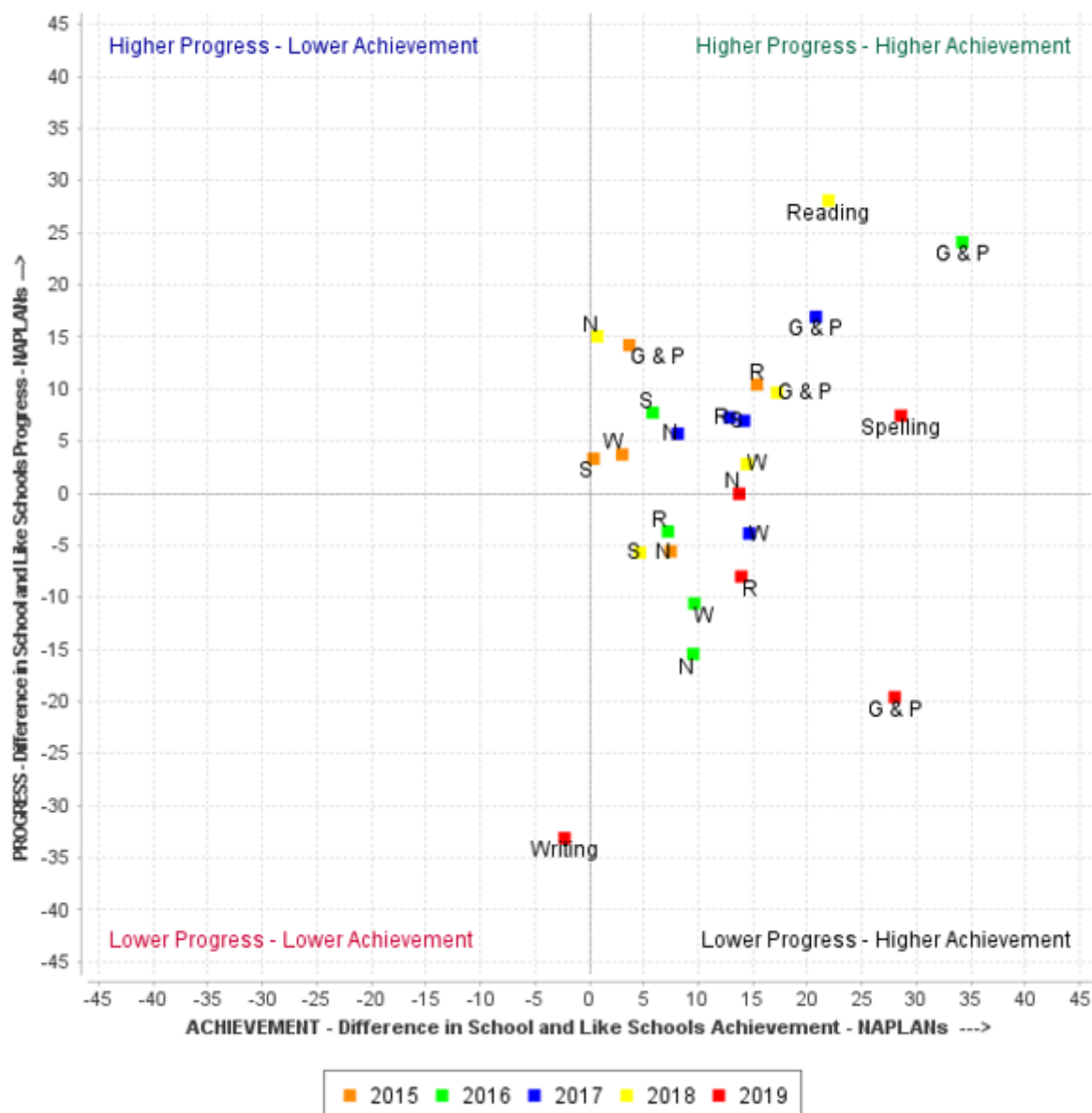
### NAPLAN Progress Year 3 - 5 (2015-2019)

Schools aspire to have all cohorts perform in the top right hand quadrant. This quadrant indicates High Progress from the assessment two years prior and also high achievement in the current assessments compared to Like Schools. The Student Progress and Achievement Graph demonstrate that the Year 5 cohort has made higher progress and higher achievement from Year 3 to Year 5 in Spelling, lower progress but higher achievement in Numeracy, Grammar and Reading and lower progress and lower achievement in Writing.

The Writing achievement will form one line of inquiry when staff begin to analyse the NAPLAN Online data.

## Student Progress and Achievement Compared with Like Schools

### NAPLAN Year 3 to Year 5 Longitudinal



## PRIORITIES AND FOCUS AREAS FOR 2021 (AND BEYOND) BUSINESS PLAN 2021-2024

### Future Directions for 2021

In preparing the new Business Plan 2021-2024 the school undertook a comprehensive consultation process with the school community including students, staff, parents and local extended community. This is reflected in the three key priority areas:

- **Empower** Successful Students
- **Enhance** Collaborative Staff
- **Enrich** Strong Community

### Empower Successful Students

- **The Early Years** Support every student in the early year's social, emotional and wellbeing development and academic learning
- **Student Mental Health and Wellbeing** Develop the personal and social attributes that enhance student health and wellbeing
- **Literacy and Numeracy** Progress student's literacy and numeracy growth by a year, every year
- **Contemporary and Emerging Work Capabilities** Equip students with the contemporary and emerging work capabilities needed to ensure they have the skills needed for the future
- **Cultural Responsiveness** Enable Aboriginal students to succeed as Aboriginal people

## Enhancing Collaborative Staff

- **Student Achievement Data** Foster professional practices to ensure staff proficiency and collective understanding and reflection of relevant assessment data, analysis and informed impact on the teaching and learning program to drive student achievement
- **Staff Development** Strengthen support and enhance professional growth for all staff in roles for a positive school culture that promotes an inclusive environment for teaching and learning excellence; and support and mentoring for aspirant leaders
- **Leadership Strategy** Enhance strong performance and culture of leaders across the school
- **School Improvement** Use evidence to drive decision making for school improvement

## Enriching Strong Community

- **Decision Making** School, School Board, P&C, parents, students and community members have meaningful roles in school decision-making at different levels of responsibility
- **Communication** Use a range of effective and contemporary communication strategies to foster positive school-community relationships
- **Community Collaboration** Enhance strong school, family and community partnerships to improve student wellbeing, engagement and learning outcomes

## National Quality Standards (NQS)

In December 2009, all Australian Governments, through the Council of Australian Governments, agreed to a partnership to establish a National Quality Framework for Early Childhood Education and Care ('National Quality Framework').

The Australian Government and state and territory governments recognise the importance of increasing their focus on the early years to ensure the wellbeing of children throughout their lives and to lift the productivity of our nation as a whole. The drive for change is based on clear evidence that the early years of children's lives are very important for their present and future health, development and wellbeing. The National Quality Framework aims to raise quality and drive continuous improvement in education and care services.

The National Quality Standard is a key aspect of the National Quality Framework. The National Quality Standard sets a national benchmark for the quality of education and care services. It also gives services and families a better understanding of a quality service. This enables families to make informed decisions about the services providing education and care to their child. It brings together the seven key quality areas that are important to outcomes for children.

In March 2018, Newborough PS undertook an external verification of our National Quality Standards internal audits through the Office of Early Childhood. We were deemed to have 'Met' six out of seven of the Quality Areas. The verification report provided suggestions on how to meet the Quality Area we are still working towards. These suggestions have been taken into account in our ongoing planning for early childhood education. The next NQS Review was scheduled for 2020. This was delayed by COVID and external assessors not allowed on site. NQS Verification visits have resumed for 2021 and NPS will be included in this.

## OTHER LEARNING AREA STATEMENTS

### STEM (Science, Technology, Engineering and Mathematics)

#### Science

At Newborough PS, in line with the Western Australian Curriculum, we aim to develop our students':

- Interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live.
- Understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things.



- Understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions.
- Ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims.
- ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions.



#### Science Business Plan Targets for 2020 were:

- 70% of Year 3 students to achieve at or above the Year 3 PAT-Science Mean Scale Score
- 70% of Year 4 students to achieve at or above the Year 4 PAT-Science Mean Scale Score
- 70% of Year 5 students to achieve at or above the Year 5 PAT-Science Mean Scale Score
- 70% of Year 6 students to achieve at or above the Year 6 PAT-Science Mean Scale Score

#### 2020 Results

Year Group	Test	Total Number of students	PAT-Science Mean Scale Score	Number of students achieving at or above Mean Scale Score	Percentage
3	1	48	117	36	75%
4	2	37	120	20	54%
5	3	48	122	27	56%
6	4	47	126	28	60%

#### Results show that in 2020 there have been mixed results among the different year levels with:

- 75% of Year 3 students achieving at or above the Year 3 PAT-Science Mean Scale Score (117)
- 54% of Year 4 students achieving at or above the Year 4 PAT-Science Mean Scale Score (120)
- 56% of Year 5 students achieving at or above the Year 5 PAT-Science Mean Scale Score (122)
- 60% of Year 6 students achieving at or above the Year 6 PAT-Science Mean Scale Score (126)

A number of factors may have contributed to this outcome including: the establishment of a consistent Science teacher; student engagement; student difficulty with the test format; some mismatches between the current SCSA outcomes and the PAT Science content; and after further analysis, a need for explicit teaching of some basic science skills including measurement, and the ability to read, understand and use data from tables, graphs and dichotomous keys.

#### Future directions 2020

2020 was an unprecedented year with the outbreak of COVID-19 and like most learning, delivery of the regularly scheduled Science program was affected. Chemistry ran through two terms due to student absences, therefore Earth & Space and Physics have been pushed forward to Term 4 and will be condensed versions only. This may also impact somewhat on next year's results.

#### Technologies

In 2020, STEM was highlighted with the continuation of the class STEM award, presented to a student at their classroom assembly. The award highlights a student's interest and engagement in the STEM area both in Science classes and in the classroom.

Teachers have continued to integrate the Digital Technologies area into other curriculum areas. Early Childhood classes have had specialist teachers work with the students a specialist area for 2020 and this will continue in 2021.

## Japanese Language Program

The Japanese program for Year 3 to Year 6 students focused on the development of everyday language acquisition. Students were taught the names of everyday items, numbers, colours, greetings and farewells, introductions etc. In the higher grades students were given opportunities to understand the various scripts that are fundamental to Japanese language and communication.

In addition to basic language skills students were given the opportunities to delve into the cultural icons of Japan and develop an understanding of the country and its people. Students also engaged in cultural activities including; calligraphy, Japanese style artwork, played with traditional wooden Japanese toys and Japanese games.

## Future Directions: 2021

In 2021 there are plans to further Japanese language exchange with Japanese speaking communities through Shoji Australia if allowable with international student exchange and COVID Response by the State and Federal Governments. Consideration is being given to using Zoom or similar platform to connect with Japanese students in Japan. Japanese classes will be open for parents to visit as part of Harmony Week, Term 1, Week 8 2021.

## Health & Physical Education

- Unfortunately many aspects of the PE program were cancelled or modified due to COVID Restrictions in 2020.
- PE specialist provides a balanced and comprehensive program for a minimum of sixty minutes' instruction per week from Pre-Primary – Year Six classes over four days. All children are completing more than the mandated number of minutes for PE through the specialist program, classroom fitness sessions, In-Term swimming lessons, sports carnivals, class sport sessions, interschool and faction sport training, Year 3 – 6 Running Club and sport specific Sporting School sessions.

Features of the PE program include:

- The school Swimming Carnival was able to go ahead just prior to the COVID restrictions. The Interschool Swimming Carnival was cancelled.
- Faction and Interschool competition in the sports of Swimming, Athletics, Netball, Soccer, Football and Cross Country. Unfortunately this program was cancelled due to COVID Restrictions in 2020.
- Exposure to a wide range of sports and professional coaches invited to assist with the development of sport specific skills. Unfortunately this program was cancelled due to COVID Restrictions in 2020.
- Development of the children's interpersonal skills of participating cooperatively and respectfully in conjunction with the school PBW program.
- A school based fitness running program provides the children to set personal goals and be rewarded as they develop their fitness.
- The school is aligned with Tennis Australia and provides an annual "Hot Shots" Tennis program for all Pre-Primary to Year Six classes. Unfortunately this program was cancelled due to COVID Restrictions in 2020.
- A before school "Running Club" in term two to develop endurance fitness for the Faction and Interschool Cross Country events in term three.

## Health Education

- The Health component of this learning area is generally taken by individual class teachers.
- The social/emotional health of children is considered a priority throughout the school.



- Continue the PBS program throughout the school. All new staff to be inducted with the program and provided with regular support to plan and provide lessons. All students will be rewarded for demonstrating the NPS, PBW values in all classroom and school based programs as well as playground behaviour.

### Future Directions: 2021

- As COVID restrictions are lifted programs will recommence as we have run in previous years
- Continue with the PE specialist program with an emphasis on developing Fundamental Movement Skills in Junior Primary Children, Running Fitness and continuing to develop the students game sense, interpersonal skills and cooperation skills through incorporating Invasion and Cooperation games into weekly Physical Education lessons for all year levels.
- Continue with the school based 'Fitness Running Program' for Years 1 – 5 students.
- Continue to implement the Faction Cross Country Carnival for students in Years 1 – 6.
- Classrooms to participate in the 'Crunch and Sip' program.
- NPS to remain registered as an official 'Sun Smart' school. Renewed in 2020.
- Karrinyup Primary School will now participate with the Ocean Net schools in the winter sport program for Years 5 & 6 students in Term Two.



### The Arts

2020 was a busy and exciting year for The Arts at Newborough Primary School.

#### Music

In the classroom students engaged with the elements of music via different focus instruments. Pre-Primary to Year Two students used percussion, Years Three and Four students used recorders and the Years Five and Six students played the ukuleles. Students also practised and performed mini musicals at the end of the year to an audience of their peers, parents and community members. This was the first opportunity following the lifting of COVID restrictions for parents entering the school. The sessions were very well attended and enjoyed.



#### Choir

The Newborough Choirs consisted of a Years Three and Four Junior Choir and a Years Five and Six Senior Choir. The WA Massed Choir program was unfortunately cancelled. The Senior Choir joined in with Western Australia Massed Choir schools at Perth Concert Hall for a one off concert after COVID Restrictions were lifted. The Choirs performed at the NAIDOC week and opening of the new Flagpoles. In Term 4 the Senior Choir was invited to join a select group of choirs to perform the opening song for this years' Telethon. Filming occurred at the Scarborough Beach foreshore. Newborough featured prominently with the choir and soloist pieces. It was a highlight and thrill for our students, staff and parents. The Newborough Choirs received many compliments for the quality of performances, their professional conduct and obvious dedication, hard work and enjoyment of the students.

#### Instrumental

Students in the Instrumental program were given the opportunity to perform at assemblies during the year. The instrumental students further entertained our community with their great performances at The Choir and Instrumental Concert with clarinet, flute, trumpet and classical guitar. Nearly forty students participate and benefit from this program.

#### Visual Art

Class teachers did their own Visual Arts program either in their own classroom or the Science Room in 2020.



## Future Directions: 2021

Planning is well underway for the 2021 Musical in Term 4 for Years Three to Six students. The Musical is Matilda by Roald Dahl and will be produced at Churchlands Senior High School with the assistance of a combination of parents and teachers on the production team.

Pre-Primary to Year Two students will perform choral verse and music at the Cultural Assembly in Term 1.

Students will be participating in Edu-Dance as part of the dance curriculum in Term 2 culminating in a final showcase at the end of term.

The choir will expand into a Years One to Three Junior Choir and our Years Four to Six Senior Choir will again perform at the Western Australia Massed Choir Festival at Perth Concert Hall. Along with the instrumental students, the choirs will perform at The Choir and Instrumental Concert with a repertoire focused on NAIDOC week.



## SPECIAL ACTIVITIES

Some, but not all, of the special activities are listed below. It was certainly an unusual year with the COVID Response. Wherever possible we modified events to allow them to occur. We are fortunate to have a committed staff and parents who are involved with the organisation and support of activities that provide extra enjoyment and learning opportunities for the children. A terrific P&C, teachers, external providers and wonderful individual parents were involved in many of these special activities. In fact, without their enthusiastic contributions many of these would not have taken place.

- Assemblies: Year level classes joined together so every student could be involved in an assembly after COVID Restrictions were lifted to allow parents into the school
- In term Swimming: PP-6, Term 4
- Parent Teacher Meetings and interviews
- Student Leaders Conference at Challenge Stadium
- Easter Raffle
- Year Five Worm Farm incursion
- Containers for Change sustainability program commenced
- Year 6 Swan Valley Adventure Camp
- Constable Care for all classes
- Saturday Morning Netball – Newborough Primary Netball Club [parent coordinated] Modified season due to COVID
- Cross Country – Faction (Interschool cancelled due to COVID)
- Pre-Service Teachers from Notre Dame University and Edith Cowan University
- Work Experience Students from various high schools
- P&C Walk / Ride / Scoot Safely to School Days
- Modified Faction Carnival (Interschool cancelled due to COVID)
- Kindy Café at Athletics Carnival
- Faction Swimming Carnival (Interschool cancelled due to COVID)
- P&C Xmas wind up.
- Parent / Volunteer Afternoon Tea
- Presentation/Awards Morning Assembly
- Year 6 Graduation and combined Dinner & Social Night
- Year 6 Enterprise Fete
- Sing Along Night December

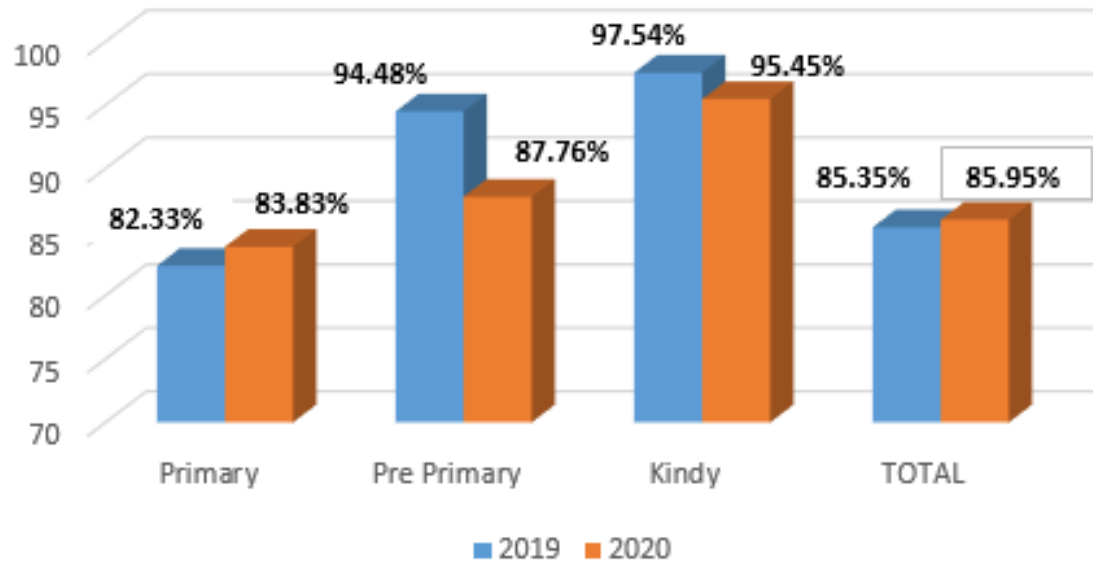


## SCHOOL'S FINANCES

The school's funding is compliant with the Funding Agreement 2020 signed and agreed by the Principal and School Board Chair. In summary, this funding meets:

- Industrial and operational obligations
- Targeted initiatives and programs (Chaplain, School Psychologist, Universal Access to Early Childhood Education and National Quality Standards implementation.
- 96% of allocated funding spent in 2020.
- Closing balance of cash and salaries carried forward no greater than 10%.

### VOLUNTARY CONTRIBUTION RATE 2019/2020



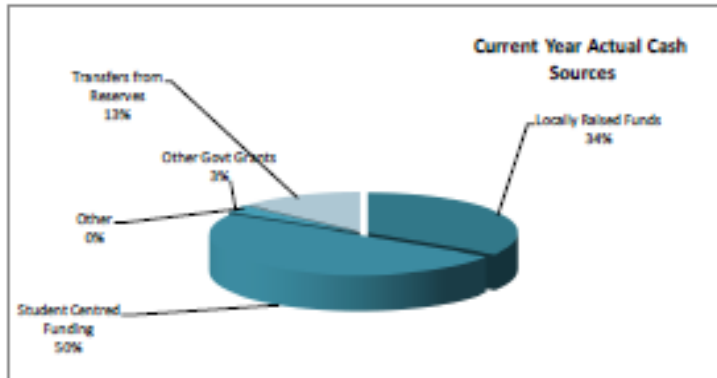
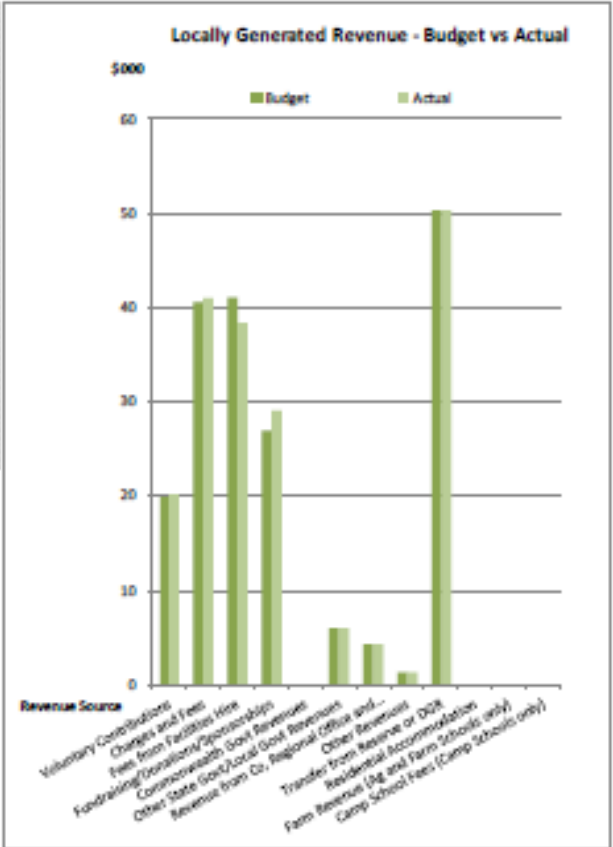




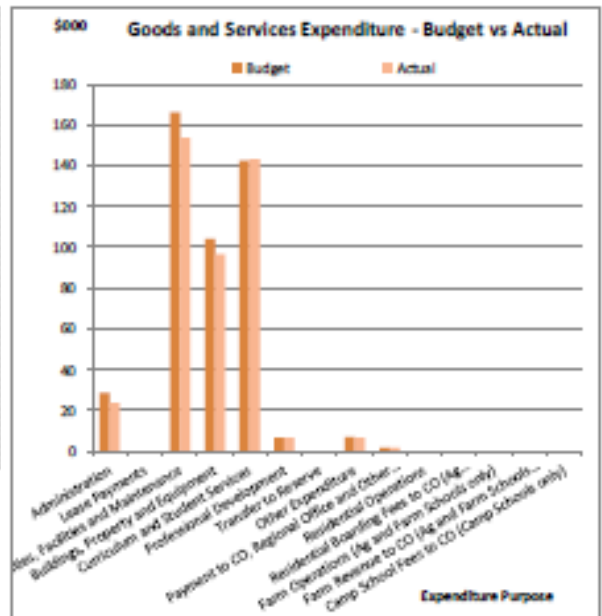
# NEWBOROUGH PRIMARY SCHOOL

Financial Summary as at  
December 31, 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 19,852.00	\$ 20,165.30
2 Charges and Fees	\$ 40,565.00	\$ 40,899.89
3 Fees from Facilities Hire	\$ 41,000.00	\$ 38,299.86
4 Fundraising/Donations/Sponsorships	\$ 25,888.00	\$ 29,043.92
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 5,900.00	\$ 5,899.72
7 Revenue from Co, Regional Office and Other Schools	\$ 4,308.00	\$ 4,307.96
8 Other Revenues	\$ 1,282.00	\$ 1,261.23
9 Transfer from Reserve or DGR	\$ 50,248.00	\$ 50,248.00
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>\$ 190,043.00</b>	<b>\$ 190,125.88</b>
Opening Balance	\$ 117,632.00	\$ 117,631.77
Student Centred Funding	\$ 186,787.00	\$ 186,786.73
<b>Total Cash Funds Available</b>	<b>\$ 494,462.00</b>	<b>\$ 494,544.38</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 494,462.00</b>	<b>\$ 494,544.38</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 28,391.00	\$ 23,632.17
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 165,999.00	\$ 153,497.34
4 Buildings, Property and Equipment	\$ 104,257.50	\$ 96,559.36
5 Curriculum and Student Services	\$ 142,545.84	\$ 143,255.38
6 Professional Development	\$ 6,394.00	\$ 6,340.01
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 6,601.00	\$ 6,387.27
9 Payment to CO, Regional Office and Other Schools	\$ 1,420.00	\$ 1,420.00
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>\$ 455,608.94</b>	<b>\$ 430,991.53</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 455,608.94</b>	<b>\$ 430,991.53</b>
<b>Cash Budget Variance</b>	<b>\$ 38,853.06</b>	



Cash Position as at:	
Bank Balance	\$ 121,985.17
Made up of:	\$ -
1 General Fund Balance	\$ 63,552.85
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 59,622.19
5 Suspense Accounts	\$ 5,919.13
6 Cash Advances	\$ -
7 Tax Position	\$ (7,109.00)
<b>Total Bank Balance</b>	<b>\$ 121,985.17</b>

Think | Create | Collaborate

## Newborough Primary School

Independent Public School

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