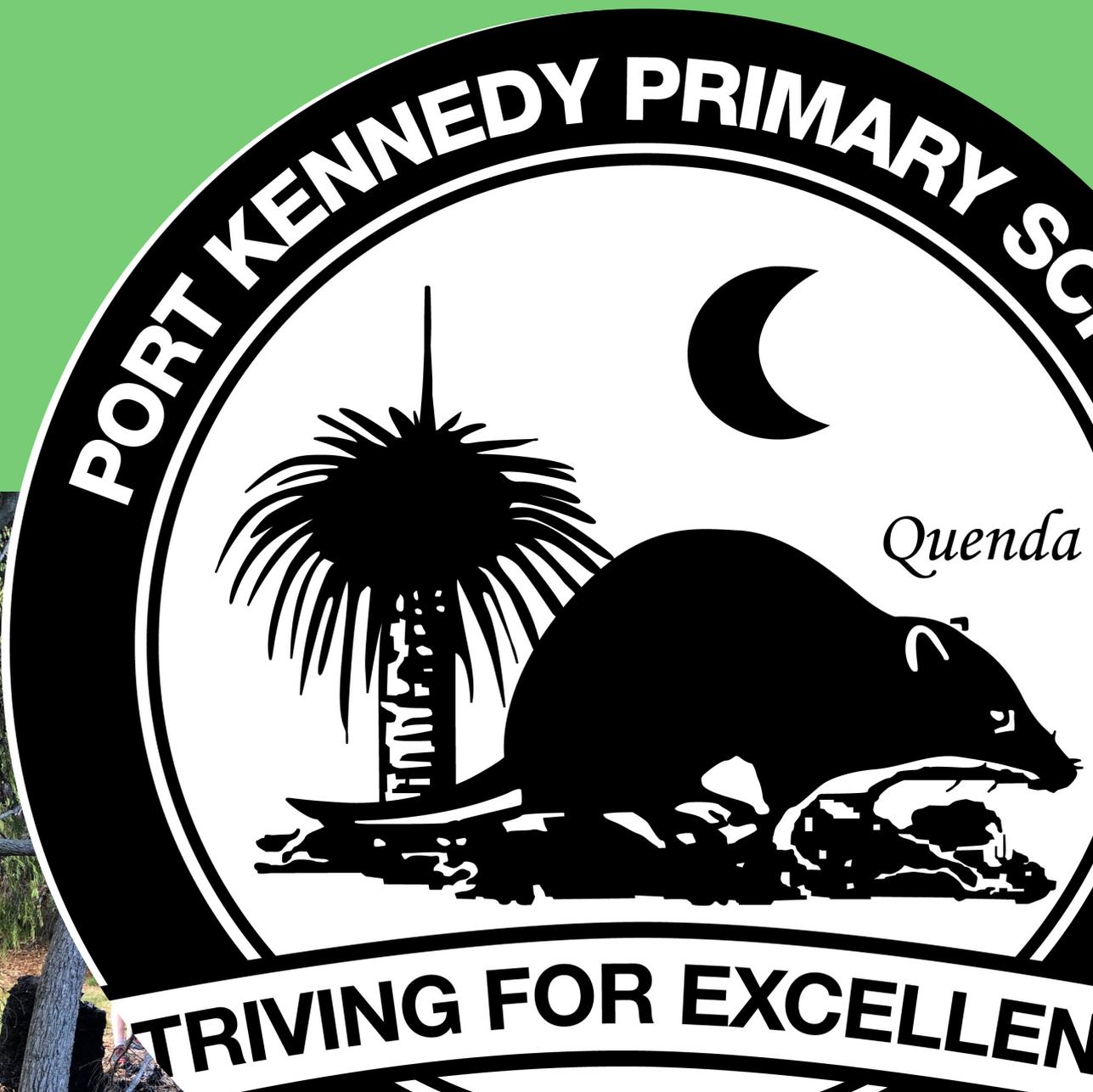


ANNUAL REPORT 2020

Port Kennedy Primary School
Independent Public School



OUR SCHOOL

Port Kennedy Primary School is a Level 5 primary school situated in the City of Rockingham and in 2020, catered for over 400 students from Kindergarten to Year 6. We are a member of the Peron South Education Network and work closely with our neighbouring schools. Our families come from diverse backgrounds and bring with them a range of skills and expertise. We employ services to best cater for the needs of our community such as our School Chaplain, Breakfast Club, Community Hub and Defence Force Mentor. Our staff are dedicated to improving the outcomes of students at our school. We have an active P and C who positively contribute to the school community through the running of the Canteen, Uniform Shop and School Banking along with running various community events throughout the year.

MORAL PURPOSE

At Port Kennedy Primary School every child is given opportunities to be their best and experience personal excellence.

We believe that every child can learn and this moral purpose drives our day to day decision making and ensures high expectations of ourselves, our students and our community.



PRINCIPAL'S MESSAGE

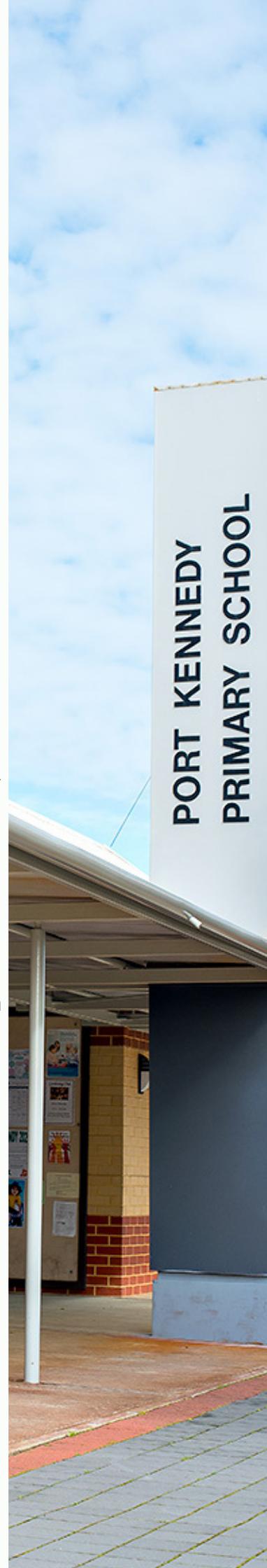
It is with great pleasure that I present to you the 2020 Annual Report for Port Kennedy Primary School. 2020 was a challenging year for all schools due to the disruptions to education and the multitude of changes that were enacted in schools in response to the COVID-19 Pandemic. While these disruptions were significant, we still have many achievements to celebrate as a school community. As the principal, I was very proud of the way our staff responded to the challenges and were supported by our community. Amongst these challenges, staff successfully negotiated changes to whole school approaches and classroom pedagogy.

This year's Annual Report will provide a snapshot of the hard work put in by staff across the year as well as provide information regarding our progress in our Business Plan 2020-2022 priority areas.

In 2020, our Parents and Citizens Committee (P & C) were an amazing support to the school in a variety of ways. They continued to run a number of essential services such as the Canteen and Uniform Shop and found innovative ways to continue to raise funds for the school. With their support we became a Sun Smart school and upgraded playgrounds and shade structures in the school. Their use of social media enabled us to reach all of our parents with important updates through out the year.

As an Independent Public School, our School Board plays an important role in the governance of the school. The School Board continues to build its capacity to support the school with dedicated members who actively contribute ideas and input into discussions and decision making. In 2020, Rich Harries, continued in the role as Board Chair and ensured our Board was operating in a value adding capacity. Through a collaborative project over the course of 2020, the board developed a Community Expectations Matrix in line with our PBS values to support our vision of creating the optimum conditions for teaching and learning.

Phil Springett



SCHOOL PROFILE

2020 ICSEA - 984

In 2020 our student numbers continued to decrease with a total of 418 enrolments. We are now consistently receiving 40 enrolments for Kindergarten each year which is impacting our long term enrolment predictions as larger cohorts leave for High School.

There were a number of staffing changes during the 2020 school year. A new Manager of Corporate Services, Sue Iskra was appointed after the retirement of long serving staff member Debra Ripp and there were six new teachers added to the staff with a number of permanent teachers on leave. In Term 4, Nathan Simms joined the leadership team after Janette Hindmarsh was appointed to the Principal role of Norseman District High School. The staffing profile is diverse with a number of male teachers and range of experience across the school.

In 2020, our student centred funding was utilised in a range of ways to deliver targeted programs for identified groups in our school community. In 2020, funding for Indigenous students was utilised to employ an Aboriginal Islander Education Officer for three days a week and provide staff for targeted intervention. This role targeted attendance and literacy support along with continuing to build relationships with our families.

Additional resourcing for students with learning difficulties or disabilities was utilised to employ a Learning Intervention Coordinator for three days a week. This role focussed on implementing a reading intervention program through the use of Multi Lit, Mini Lit and Initi Lit along with identifying students in our early childhood in need of learning intervention. This resourcing also enabled us to update and purchase resources, support students in classrooms and provide additional supervision and support in the playground which were all identified as areas of need for our students.

Classroom teaching is complemented by specialist areas of Science, Music, Physical Education and Languages which provides students with a diverse curriculum experience. Indonesian was delivered through a combination of the Ketawa online program and hands on learning experiences with our year 3, 4 and 5 students in readiness for further education in the Languages learning area.

STUDENT ENROLLMENT AND ATTENDANCE

Enrolments

Year	2017	2018	2019	2020
Primary Enrolments (Excluding Kindy)	445	440	423	379

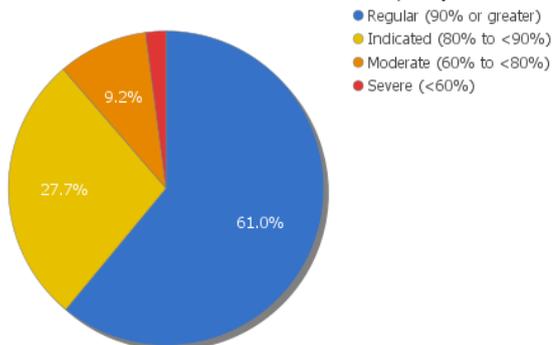
Student Transiency

2018	2019	2020
20.7	14.3	19.8

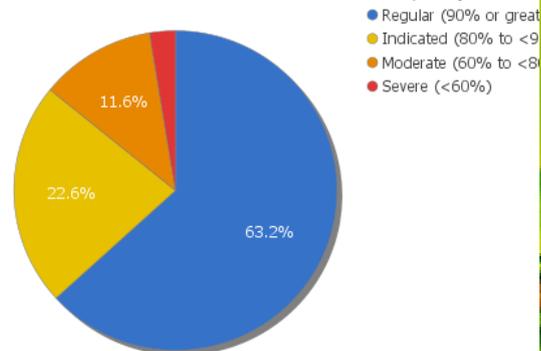
Attendance

Attendance was significantly impacted by the COVID conditions and disruption to schools, particularly in Semester 1. Due to this we are not able to compare our Semester 1 regular attendance with previous years. In Semester 2, we continued to apply our attendance strategy which included promotion and consistent messaging across the school to reach attendance goals. This supported us to re-establish our high expectations for attendance. Our Semester 2, Regular attendance increased by 2.2% compared to the previous school year, continuing an upward trend.

Attendance Profile 2019 Semester 2 Compulsory



Attendance Profile 2020 Semester 2 Compulsory



PROGRESS AGAINST THE BUSINESS PLAN TARGETS



Aspiration

To move from performing below like schools to performing above like schools in all areas of NAPLAN

Our Aspiration is based on the collaborative analysis of longitudinal performance data in combination with information gained from a suite of parent, student and staff surveys conducted in 2019.

To achieve our aspiration we identified three focus areas

Teaching and Learning

Highly effective teaching and learning implemented in all classrooms to ensure academic achievement.

Conditions for Learning

Ensuring optimal conditions for learning and achievement across the school community.

Staff Capacity

Build staff capacity in teaching and learning.



TEACHING AND LEARNING

Highly effective teaching and learning implemented in all classrooms to ensure academic achievement.

During 2020, our major focus areas within this section of the Business Plan were:

- Develop and implement an agreed whole school Explicit Instruction Model.
- Implement Numeracy Blocks that include an 'off the shelf' whole school numeracy program.
- Implementation of Literacy Blocks to incorporate the five elements of effective reading instruction.
- Intervention for literacy for SAER using direct instruction programs including MULTILIT and MINILIT.

These initiatives were led by our SAER team, English Committee, Mathematics Committee and Explicit Direct Instruction Team.

End of Business Plan Targets - 2022

Our end of plan targets - 2022

- 1.1 - NAPLAN performance to be above 'like schools' in all five areas.
- 1.2 -A reduction in students requiring reading intervention of 50%.
- 1.3 - Increased Grade Alignment with NAPLAN to be within 5-10%.
- 1.4 -Increased collaborative practice to a score of **8.5** as identified in Tell Them From Me Teacher Survey (TTFM).

PROGRESS TOWARDS THE TARGETS

1.1 - NAPLAN was cancelled in 2020, which leaves us unable to report specifically against our progress towards this target.

1.2 - We have been tracking students in our intervention programs using the WARL and WARP tests which give us information regarding how many words per minute students can read. The data indicates students in year one are making more progress and this declines each year. This highlights the effectiveness of the program when students are identified early which is our aim for this program moving forward. Please see the data on the following page for more information.

1.3 - NAPLAN was cancelled in 2020, which leaves us unable to report specifically against our progress towards this target.

1.4. In 2020 our teacher surveys indicated an improvement in the Collaborative Practice score from **6.6 to 7.4**. Collaboration has been established and is a key driver of our school improvement process. This score indicates we are moving towards the target.

Reading Intervention Progress

Words Per Minute

WARL YEAR ONE

Improvement Words per minute over 2020	Number of students	Percentage of Intervention students
1 - 15	YR 1 - 2	Yr 1- 10%
16 - 30	YR 1 - 6	Yr 1 - 30%
31 - 45	YR 1 - 3	Yr 1 - 15%
46 - 60	YR 1 - 8	Yr 1 - 40%
61 - 75	YR 1 - 1	Yr 1 - 5%
76 - 100		
	Yr 1 = 20	

WARL YEAR TWO

Improvement Words per minute over 2020	Number of students	Percentage of Intervention students
1 - 15	Yr 2 - 3	18.75%
16 - 30	Yr 2 - 10	62.5%
31 - 45	Yr 2 - 1	6.25%
46 - 60	Yr 2 - 1	6.25%
61 - 75	Yr 2 - 1	6.25%
76 - 100		
	Yr 2 = 16	

WARP Year 3

Improvement Words per minute over 2020	Number of students	Percentage of Intervention students
1 - 15	0	0
16 - 30	3	37.5%
31 - 45	2	25%
46 - 60	2	25%
61 - 75	1	1.5%
76 - 100		
	Year 3 = 8 students	

Achievements

- Literacy block established across the school.
- Whole School BrightPath moderation task designed and carried out across the school
- We were successful in our application to be part of the Explicit Teaching Internship partnership between Curtin University and the Department of Education. We were one of only 20 school selected for this intake.
- Development of whole school Diana Rigg resources
- Whole school data has shown students have shown progress in the area of Spelling (sound and phonics knowledge)
- Full implementation of the PRIME mathematics program in every classroom in the school.
- Full implementation of Math daily reviews in every classroom at the commencement of Math lessons.
- Full engagement by all staff in the model/practice/coach cycle in Mathematics.
- Scope and Sequence documents created for every year level in Mathematics for the 2021 school year.

Resourcing

- Spelling Mastery resources purchased for 2021 school year.
- Decodable readers programme researched and resourced in readiness for the 2021 school year
- Significant funds put towards resourcing the PRIME mathematics program for 2020. This was also supported by our P & C.
- Funds spent on external coaching in Explicit Direct Instruction.
- Funds spent on teacher release to create daily review slides for mathematics in every year level.
- Purchasing of USBs for every teacher at the school that contains the math slides for the whole school - to be updated termly.

Professional Learning

- PL was focused on Explicit Instruction - Daily Reviews of Mathematics.
- Teachers completed 2 full cycles of Theory, model, practice, coach using external EDI coaches from Balga PS.
- PL on PRIME resources were halted due to COVID as the facilitators were eastern states based.
- Prime Mathematics Professional Learning for all teaching staff.
- Peel Language Development School Partnership - Language Series - best practice literacy teaching - Early Childhood.
- Centre for Excellence Explicit Teaching Internship - Partnership with Curtin University and the Department of Education focussed on upskilling a school based intern to support Explicit Teaching practice across the school. This began in Term 2, with our school based intern, Rebecca Hanson and Principal attending a week of professional learning. This included professional learning delivered by Curtin University and visits to the Centre Schools who are identified for their practice in Explicit Instruction.
- Pre-Literacy in Early Years - engaging students in pre literacy strategies.
- Initiali-Lit training for Pre-Primary Teachers.

CONDITIONS FOR LEARNING

Ensuring optimal conditions for learning and achievement across the school community.

During 2020, our major focus areas within this section of the Business Plan were:

- Develop attendance procedures, tracking and targeting low attendees/students at risk.
- Implement Positive Behaviour Support as a whole school approach.
- Develop processes to improve relationships with the parents and the wider community.
- Research, develop and implement a strategic approach to student well-being.
- Research, develop and implement a strategic approach to staff well-being.

These initiatives were led by our SAER Team, PBS Team, Level 3 classroom teachers and the school leadership team.

End of Business Plan Targets - 2022

- 2.1 - Increase regular attendance to match or exceed 'like schools'.
- 2.2 - Reduce number of student behaviour referrals to 200 across the year.
- 2.3 - Increase parent involvement to a score of **8.5** as indicated in the Tell the from Me Parent survey.
- 2.4 - Improve our overall OHI score to the top quartile.

PROGRESS TOWARDS THE TARGETS

2.1 - As mentioned previously attendance data was significantly impacted by the disruption to learning due to the COVID-19 pandemic. We were, however able to continue improve our regular attendance in Semester 2, highlighting the positive impact of our attendance strategy.

2.2 - In 2020 we had a rise in suspensions compared to 2019, however our behaviour referrals still have us on track to reach our target in 2022.

2.3 - Our Parent involvement score increased from **6.3 to 7.0**

2.4 - Our OHI score went from **57-82** putting us in the top quartile. This was a significant improvement. We will now be looking to maintain that score to reflect a positive school culture and work environment. Please note that these surveys are conducted at the beginning of the school year.

Achievements

- Significant Improvement to our Organisational Health Index (OHI) score.
- Embedding of our Positive Behavior Support Language across the school
- Development of a Community Expectations Matrix by our School Board
- SunSmart School Accreditation

2019 survey outcome profile¹



2020 survey outcome profile¹



Resourcing

- Purchasing of PBS signage for around the school
- Incentives and awards purchased for whole school, class and individual attendance rewards
- Release time for Level 3 teacher to monitor attendance
- Release time for a Level 3 teacher to run Student Well-being Initiatives
- Purchase of PBIS app as a trial
- Purchase of Shade Sails and upgrade made in junior primary play area.



Professional Learning

- FISH Philosophy PL - all Staff
- Trauma Informed Practice - all staff
- PBS Team modules
- Team Teach for identified staff

STAFF CAPACITY

Build staff capacity in teaching and learning.

During 2020, our major focus areas within this section of the Business Plan were:

- Increase staff confidence and capacity to analyse data and monitor progress
- Build leadership capacity
- Build a culture of professional growth

These initiatives were led by our Leadership Team, School Improvement Team and Team Leaders.

End of Business Plan Targets - 2022

- 3.1- Increase our TTFM score in the area of: Data informs practice to an **8.5**.
- 3.2 - Increase our TTFM score in the area of Data Leadership to an **8.5**.
- 3.3 - Increase our TTFM score in the area of Data - Planned learning opportunities to an **8.5**.

PROGRESS TOWARDS THE TARGETS

- 3.1 Our Tell Them From Me teacher survey indicates an improvement from **6.7 - 7.6**
- 3.2 Our Tell Them From Me teacher survey indicates an improvement from **5.4 - 6.8**
- 3.3 Our Tell Them From Me teacher survey indicates an improvement from **6.7 - 7.4**

Achievements

- Development of an agreed Whole School Assessment Cycle
- Development of an agreed Performance Development process
- Development of a PAT data analysis process
- Introduction of the School Improvement Team distributed leadership structure
- Successful in Schools Plus funding application to send 6 staff to the Teach Well professional learning in 2021.

Resourcing

- Timetabling and Human resourcing prioritised on providing teaching staff with weekly collaborative time.
- Time allocated to the release of Team leaders to meet and monitor milestones
- \$23,409 spent on Staff Development
- Learning Intervention Coordinator appointed to lead intervention programs

Professional Learning

- Fogarty Edvance School Improvement Program
- Teaching Intensives through Fogarty Edvance
- Theory workshops focussed on the Science of Learning and Explicit Instruction principles.
- This investment in staff, accompanied with a focus on collaborative structures has driven our improvement agenda and provided staff with more opportunities to have input into both the operational and strategic management of the school.
- Assessment Training - PM Benchmark and PAT assessments

FUTURE DIRECTIONS

2021 Focus Areas

- Continue to implement Attendance Strategy
- Continue to embed Positive Behaviour support processes.
- National Quality Standard verification requested for 2021
- Student Progress Parent meeting held in Term 2 of 2021
- Use of PBIS app across the school to refine tracking of positive and negative behaviour in the classroom and playground.
- Re-engage external providers to deliver workshops in Community Hub
- Teach Well Professional Learning

English

- ·Whole school programmes further developed in literacy.
- ·Phonological awareness through explicit teaching - K-2
- ·Spelling through Spelling Mastery - 3-6
- Pre-Lit and Initi-Lit implemented in Kindy and Pre-Primary
- ·English Scope and sequence planning developed across the whole school and whole school planning documents developed across the whole school.
- ·Theory, Model, Practice, Coach to implement Literacy reviews across the whole school.
- ·Rebecca Hanson - Centre for Excellence- Explicit Teaching of Literacy Programme

Mathematics

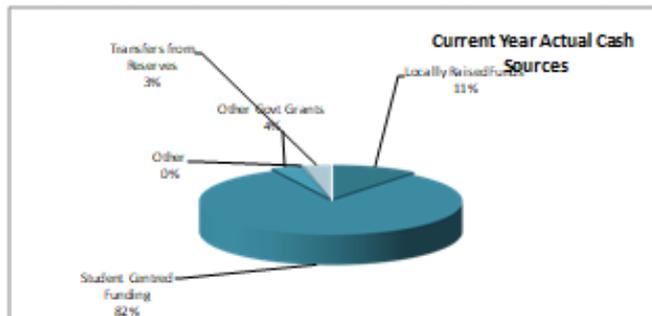
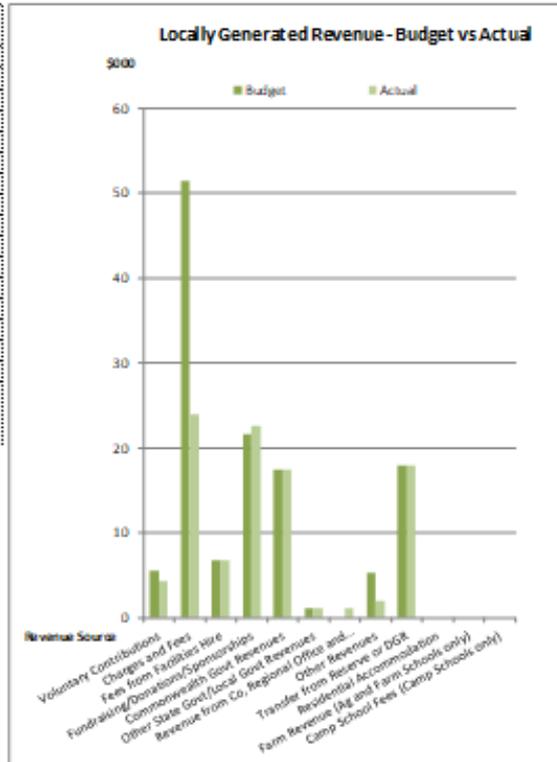
- EDI & Daily Reviews resourced and refined
- Scope & Sequence documents refined
- PRIME Mathematics continue to be embedded in every classroom
- Whole school Numeracy Blocks/Lesson Design
- Refinement of Assessment & Data in Mathematics

FINANCE

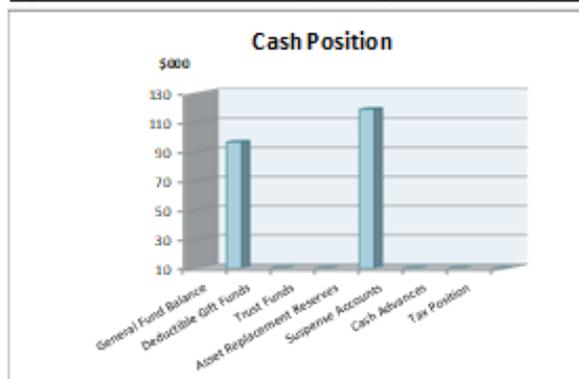
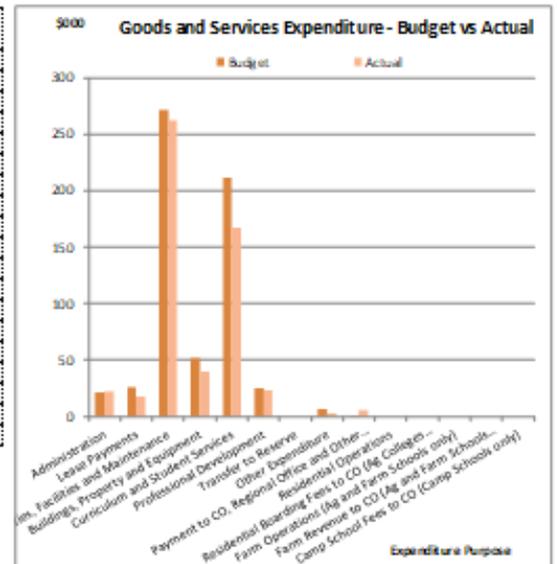
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Port Kennedy Primary School Financial Summary as at 31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 5,630.00	\$ 4,390.00
2	Charges and Fees	\$ 51,417.00	\$ 23,945.38
3	Fees from Facilities Hire	\$ 6,838.00	\$ 6,838.38
4	Fundraising/Donations/Sponsorships	\$ 21,600.00	\$ 22,584.88
5	Commonwealth Govt Revenues	\$ 17,500.00	\$ 17,500.00
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 1,138.09
8	Other Revenues	\$ 5,275.00	\$ 1,979.15
9	Transfer from Reserve or DGR	\$ 17,942.00	\$ 17,942.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 127,262.00	\$ 97,387.88
	Opening Balance	\$ 92,348.39	\$ 92,348.39
	Student Centred Funding	\$ 406,280.00	\$ 448,178.34
	Total Cash Funds Available	\$ 625,890.39	\$ 637,914.61
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 625,890.39	\$ 637,914.61



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 20,940.00	\$ 22,463.31
2	Lease Payments	\$ 25,907.48	\$ 17,795.49
3	Utilities, Facilities and Maintenance	\$ 271,285.00	\$ 262,347.25
4	Buildings, Property and Equipment	\$ 52,012.00	\$ 40,044.98
5	Curriculum and Student Services	\$ 211,771.49	\$ 367,138.76
6	Professional Development	\$ 25,000.00	\$ 23,409.00
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 6,375.00	\$ 2,427.05
9	Payment to CO, Regional Office and Other Schools	\$ 1,200.00	\$ 5,873.73
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 614,490.97	\$ 541,499.52
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 614,490.97	\$ 541,499.52
	Cash Budget Variance	\$ 11,399.42	\$ -



Cash Position as at:

Bank Balance	\$ 217,652.72
Made up of:	\$ -
1: General Fund Balance	\$ 96,415.09
2: Deductible Gift Funds	\$ -
3: Trust Funds	\$ -
4: Asset Replacement Reserves	\$ 138,844.62
5: Suspense Accounts	\$ 7,308.01
6: Cash Advances	\$ -
7: Tax Position	\$ (4,955.00)
Total Bank Balance	\$ 217,652.72