

Annual Report 2023



**Wellard
Village**

PRIMARY SCHOOL

Wellard Village Primary School Annual Report 2023

Contents Page

Our Foundation Year: Our Story	Page 2
A Message From Our Board Chair: Charmaine Mendes	Page 4
School Overview	Page 5
Student Numbers and Characteristics	Page 6
Workforce Composition.....	Page 7
Attendance	Page 8
Student Achievement and Progress: NAPLAN	Page 10
Student Achievement and Progress: On Entry	Page 13
High School Destinations	Page 14
National School Opinion Survey	Page 15
School Funding	Page 18
Priorities, Progress and Planned Actions	Page 20



Our Foundation Year: Our Story

Welcome to the Foundation Annual Report of Wellard Village Primary School, documenting our very first year of operation as a school.

The opening of Wellard Village Primary School on Wednesday the 1st of February 2023 was a long-awaited realisation for our foundation students, their families, and the wider community.

I was appointed as the Foundation Principal in Term One 2022 and commenced my position in mid-May 2022. In front of me, was the task to bring a community together, recruit an exceptional staff and create an outstanding learning environment for the children of Wellard. In the seven months prior to opening the school, our community was actively involved in the planning and decision making of what was known as Wellard Village Primary School Planning Name. Parents, carers, and community members had opportunities to attend information sessions, participate in surveys and voting to inform key decisions. Key to the success of harnessing the ideas of the community was the creation of a Steering Committee, who ensured that Wellard Village was going to be a school that reflected the community's values, ideas, and needs. We were very fortunate that many of our Steering Committee members went on to become members of our WVPS P&C and WVPS School Board, keen to continue their hard work in promoting and supporting our school in the wider community.

2023, our foundation year, will always be remembered as a significant year for the Wellard Village community, as our school surrounds and buildings literally grew around and with us. Unfortunately, due to unforeseen circumstances the construction company who was contracted to build our school was unable to finish the job. We were very lucky however to have McCorkell Construction take over the job to build our school, and what an amazing job they did. Ray, Dave, Graham, and the rest of the builders, became part of our school and the Wellard Village team. Over the year they managed to build the rest of the school around us, in a safe way that had minimal impact on our students.

We opened our doors in Term One with our administration block (Baldja- firmly united), our early childhood block and playground (Djidar- Dawn) and teaching block four (Djart- Sunset), which we received the day before our students arrived, this is how hard the builders worked for us. To accommodate the rest of the students we also had nine transportables installed. As a leadership team we had to come up with creative ideas to enable our children to access the play spaces due to the volume of fencing around the construction zone. To access the oval all the children had to line up at the ECE block and be walked by staff through the Lambeth carpark all the way to the oval. Whilst we all enjoyed the extra steps, we are glad we got a gate in Term Three.



At the end of Term One we received our Staffroom and Library (Kadadjiny Kalyakool - learning forever) much to the delight of our staff who then had somewhere to meet and Mrs McCorrison who was able to set up our amazing library space for our children. Building works continued into Term Two, and at the end of term we received handover of our first two storey block (Bina- light of the morning). This generated much excitement for our students in the transportables as this meant moving into a purpose-built classroom. The staff and students spent the last two days of term packing, moving, and unpacking.

Day one of Term Three was like the first day of the year again, as due to student growth we had to restructure the school and create another class. Alongside the new class, the students from Year 1-6 had their first day in their new rooms. During Term Three six of the transportables were removed to allow the builders to commence works on our playground, courts and final two storey block. Towards the end of Term Three we were very fortunate to receive

Our Foundation Year: Our Story

our Undercover Area, Music Room, and Canteen (Koorongkoorl Miya -coming together). Mr Jones and Mr McDowell were very quick to set up the Music Room and the Physical Education Sports store. The area came just in time for the hot weather and Mr McDowell was able to take his lessons in the Undercover Area with the fan on.

At the beginning of Term Four, we received our final two storey block (Doodja- heat of the day), all our grassed playing areas, our cricket nets, our basketball court, and our Year 1-6 playground. The opening of the last part of the school generated so much space for our children to play in and many more play opportunities.

With the completion of the school, came our much-awaited official opening ceremony on the 1st of December. The school was formally opened by the Honourable Dr Tony Buti MLA (Minister of Education), the Honourable Madeline King MP (Member for Brand), the Honourable Reece Whitby MLA (Member for Baldivis) and Ms Lisa Rodgers (Director General of Education). It was wonderful to have our foundation students, families, staff, Steering Committee, P&C and School Board in attendance to share this very special moment. Our children performed beautifully, singing Bibbulmun Bonar: Six Noongar Seasons song.



I am very proud of what we have achieved together. The staff have come together collaboratively to bring to life the mission and vision of Wellard Village. Throughout the year they have had to manage significant change, be highly creative when faced with challenge, think outside the square and view obstacles as opportunities, all with our students' best interests in mind. They have brought together seamlessly 372 students who are now connected individuals within our school, have established relationships with staff and blossoming friendships, with new ones still to be made. I thank them for their tireless efforts ensuring all students had a successful first year at WVPS.

To our School Board and P&C, I also wish to thank you for the active role you have played in the success of our school this year. I thank you for the time you have given up ensuring that we had established both branches of governance within our governance tree. We are fortunate to have people like you in our school community, who volunteer their time to be part of our students' learning journey.

To our foundation students, thank you for making this year an absolute joy. We are so lucky to have each and every one of you in our school. You create the drive and passion for our staff to provide the best education possible.

A special mention to Mrs Rachel Dowling and Miss Aleesha Meuleners, our two outstanding Associate Principals, who I could not have done this without. They both are truly exceptional leaders in their own right.

The purpose of this Annual Report is to provide the community and wider education system with contextual information about our school. The report captures our collective achievements in our foundation year and our journey in getting to know our student cohort. This report provides insight into our student data, celebrates our success, provides accountability for resources and communicates our plans for future improvements.

Jaclyn Huts

Foundation Principal

A Message from Our Board Chair: Charmaine Mendes

Kaya everyone,
My name is Charmaine Mendes, and I am the WVPS School Board Chair. For those of you who have probably not seen me around, I have been fortunate to be with the school since its inception as a member of the Steering Committee, prior to the school opening. It only seemed natural that I join as a Foundation Board Member and continue my partnership with the school.

In this report I will outline the Board's formation, its role in the school and our achievements over this past year. The WVPS School Board consists of 7 members (4 parents and 3 staff) and was formed at the end of Term 1 this year, after an expression of interest and voting process. Our School Board members are Jackie Huts (Principal), Rachel Dowling (Associate Principal), Justin Young (Allied Educator), Crystal Peters (Parent), Ty Browning (Parent) and Craig McDonnell (Parent).



Let me start by saying that Boards do not operate schools, nor do we tell Principals how to do their job. We guide and oversee the strategy and objectives of the school, as well as review school finances and play an important role in the overall governance of the school. Wellard Village Primary school is led by an outstanding Principal, a dedicated Leadership Team and a wonderful team of educators and administrators who have ambitious and well thought out plans for the school and we have every confidence that Jackie and the Leadership team will succeed.

This is our first year as a school and as a new Board we decided to focus on building a united team first, establishing ourselves and doing the training required to assist the school in maintaining a positive trajectory and making every aspect of the WVPS excellent! As part of my role as chair, Jackie and I attended a one-day workshop on how to operate an effective School Board in May. This training provided us with a shared understanding of school board operations, functions, and governance. The board also completed the required induction and training, which was conducted by Jane Westcott from Treeby Primary School in Term 4.

Our meetings were held twice a term where we have focussed on developing a Code of Conduct and Terms of Reference for the Board. We also reviewed and updated some of the school's policies (which are all on the website) and analysed the school's finances, noted the school budget, and signed off on the 2023 Annual Funding Agreement.

Our goal for the school is to strive for and achieve excellence but we cannot do it alone and we certainly can't do it without every Wellard Village parent. We need your support, we need to get to know each other, to understand the diverse perspectives, needs and concerns of our community. What does that look like:

1. Get involved – We are looking at new members to join the Board to help the school succeed, be a part of the family and share mutual responsibilities and obligations.
2. Be respectful and supportive of the educators. They are the experts in education and know your children exceptionally well. Raising a child is a partnership between the school and their parents and that relationship also needs a high level of trust and goodwill.
3. Give us your commitment, trust and talk positively about the school, focus on its strengths and be a goodwill ambassador.

I would like to thank the Board for their guidance and the hours devoted to ensuring that we can arrive at the best decisions for the future of Wellard Village Primary school.

Charmaine Mendes

School Board Chair 2023

School Overview

Wellard Village Primary School commenced operation in 2023, with 337 students and 35 staff. The school is located on the corner of Brentford Parade and Lambeth Circle within the City of Kwinana, approximately 35km south of Perth. The school is built on and situated next to Tuart Woodlands and Forests of the Swan Coastal Plain.

To ensure the management of the native vegetation and fauna surrounding our school an 'Environmental Offset Plan' and a 'Vegetation and Fauna Management Plan' are implemented. To acknowledge the cultural and environmental history of our school, we have named our teams to embed Noongar language and connect to our local environment. Wardarn (Ocean- Blue), named in reference to Kwinana Beach and our "she sells seashells artwork". Marlak (Bush- Red), named in reference to the bush area at the back of our school. Binjar (Swamp-Green), named in reference to the Leda Swamp in our local intake area. Djarlma (Forest- Purple), named in reference to the Tuart Forest our school site is on.

Our school is a state-of-the-art facility with beautifully landscaped surrounds. Our buildings include an administration block, library, staffroom, early childhood block, two double story and one single story general learning blocks including a media arts and languages room, a covered assembly area with a music room and canteen, an oval with tiered seating and hard courts.

To acknowledge the history of the site and the First Nation people we have also named our buildings using Noongar language. The words selected have been tied to our school motto of '**Building the minds of tomorrow**' to mark the passage of time, much like the school day, term, year. Block 1 Djidar (dawn); Block 2 Bina (light of the morning); Block 3 Doodja (heat of the day); Block 4 Djart (sunset) and our Oval Kanana (land where the sun sets).

Our school's mission is to **create an inclusive, connected community**. This mission is clearly reflected in the design of our school logo with the integrated pattern of united hexagons. The architecture of our hexagons acts like that of a beehive, where all the bees work together to ensure the success of all. Our goal at WVPS is to create an inclusive environment where everyone feels like they belong. Our learning environment is a unified, positive, and harmonious space where children feel safe and accountable. We value the impact that connections can have on student learning and to foster this we work in partnership with families to ensure they play an active role in their child/ren's learning.

Our vision, '**together, we embrace diversity and empower our students by building inquiring minds**' reflects the layers of diversity in Wellard. Our school is culturally diverse, and our students and their families come from a wide variety of places around the world. We have over 38 languages spoken at our school and 6% of our population is Indigenous and 58% have a language background other than English.

Our school values of '**Courage, Compassion and Responsibility**', reflect those of the Wellard Village Community. Our school utilises positive behaviour support (PBS) to educate our students about our values and expectations as well as to support their social and emotional development.

Our focus at Wellard Village is on developing the whole child, and ensuring all students are catered for. Our children are provided with a balanced curriculum, through explicit teaching of the Western Australian Curriculum. We utilise explicit teaching, play-based learning, and inquiry alongside the Quality Teaching Strategy to ensure our students have the knowledge and skills to succeed. Our school wide approaches are guided by our pedagogical framework and the use of data to inform our evidence-based practices, ensuring we meet the needs of our students.

Our school culture is based on powerful relationships where we work together in collaboration with all key stakeholders and the wider Wellard Village community. Staff at our school work within a team environment and are highly collaborative and reflective practitioners who work together to ensure the best outcomes for all students.

Jaclyn Huts, Rachel Dowling and Aleesha Meuleners
Foundation Leadership Team, 2023

Student Numbers and Characteristics

Student Numbers:

Our school was predicted to open with 168 students in 2023, however, we commenced Semester One with 337. This large number was unexpected, but we were able to accommodate all our students. Over the next three years we are set to experience an increasing enrolment trend aligned with the growing suburb of Wellard Village.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(37)	54	46	51	44	30	22	17	301
Part Time	73								

	Kin	PPR	Pri	Sec	Total		Kin	PPR	Pri	Sec	Total
Male	34	23	112		169	Aboriginal	1	8	6		15
Female	39	31	98		168	Non-Aboriginal	72	46	204		322
Total	73	54	210		337	Total	73	54	210		337

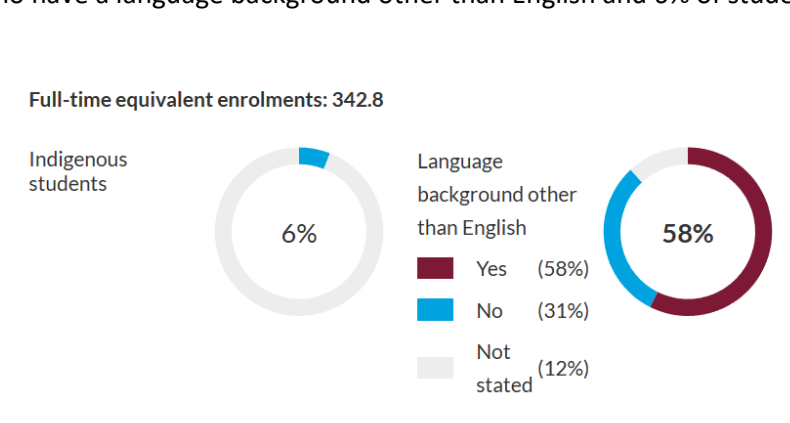
Our student numbers continued to grow after census and into Semester Two, where we were forced to restructure the school and add a class due to the high numbers in multiple classrooms. At our August census we had 372 students and finished the year with 376.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(37)	65	50	56	45	34	28	21	336
Part Time	73								

	Kin	PPR	Pri	Sec	Total		Kin	PPR	Pri	Sec	Total
Male	36	30	128		194	Aboriginal	2	10	12		24
Female	37	35	106		178	Non-Aboriginal	71	55	222		348
Total	73	65	234		372	Total	73	65	234		372

Student Characteristics:

Our school community is made up of many languages and cultures. Our school data shows our student population has 58% of students who have a language background other than English and 6% of students are Indigenous.



As part of our culturally responsive approach, we acknowledge and appreciate all cultures within our school environment. Our school is made up of people who speak the following languages: Anuak, Arabic, Bengali, Biscaya, Burmese, Cebuano, Cook Island, Creole Seychelles, Dutch, English, Farsi, Filipino, French, German, Gujarati, Hiligaynon, Hindi, Indonesian, Japanese, Korean, Malay, Manaen, Mandarin, Marathi, Nepalese, Nepali, Persian, Portuguese, Punjabi, Russian, Samoan, Setswana, Spanish, Tagalog, Telugu, Thai, Urdu

Workforce Composition

In 2022 prior to the commencement of our school opening we recruited:

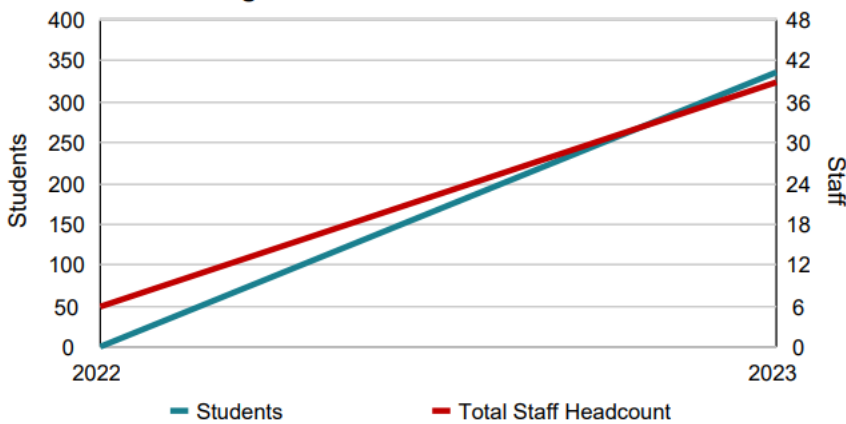
- Two Associate Principals
- A Manager Corporate Services
- A Corporate Services Officer
- A Library Officer
- A Cleaner in Charge
- 15 classroom teachers
- 4 specialist teachers
- 4 mainstream allied educators
- 4 special needs allied educators

During 2023 due to growth in our numbers we recruited a further: three cleaners, two special needs allied educators, one classroom teacher and an increase in DOTT provider FTE. Halfway through the year due to continued student growth we had to restructure our school. This required us to further employ another teacher. Our workforce growth is aligned with our student growth.

Staff Numbers

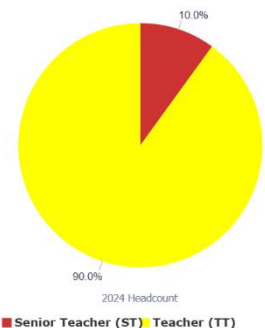
	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	1.6	0
Total Administration Staff	3	2.6	0
Teaching Staff			
Other Teaching Staff	20	17.8	1
Total Teaching Staff	20	17.8	1
School Support Staff			
Clerical / Administrative	3	2.4	0
Other Allied Professionals	9	8.0	0
Total School Support Staff	12	10.4	0
Total	35	30.8	1

Figure 4 Students and Staff Trend



Occupation Group	Active Headcount
Leadership	3
Teacher	20
Mainstream EAs	4
Education Support EAs	5
Admin	2
Cleaner	4
Gardener	1
Other	1
Grand Total	40

Our workforce composition will grow and change as we continue to recruit more staff. In 2023 we had 5 male staff to 35 female staff; and one staff member who is Indigenous. The average age of our staff is 42 and we have a small percentage of teachers who are counted as Senior Teachers. We know we have at least 8 staff members who qualify to be a Senior Teacher and it is our aim to support them through the achievement of this process. We also currently have no Level 3 teachers on staff, we hope to encourage our current staff to engage in this process as well.



Year	Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE
2023	2	2.0	18	15.8

Wellard Village Primary School Annual Report 2023

Attendance

Overall Attendance Data

Our overall attendance data for the year, compares well to **WA Public Schools** where our total primary attendance rate is 89.1% compared to 88.9%. We also are comparable in regular attendance 61.6% compared to 61%, year level % except for Year 6 and in the student group of Non-Aboriginal 90.4% compared to 90.3%. We are behind WA Public Schools in the at-risk attendance category of 'moderate' where we have 4.3% more students as well as the student group identified as Aboriginal where we are 68.8% compared to 74.3%.

Whilst we compare well to WA Public Schools, our data is lower than **Like Schools** in all three primary attendance rate categories as well as regular attendance. This is the same for the at-risk attendance categories of moderate and severe where we have higher percentages of students.

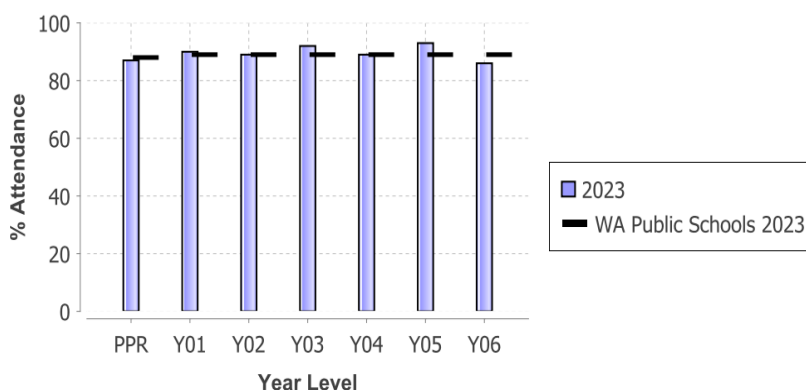
Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	90.4%	90.7%	90.3%	68.8%	84.4%	74.3%	89.1%	90.3%	88.9%

Attendance % - Primary Year Levels

Student Type : All Students

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	61.6%	20.7%	14.3%	3.4%
Like Schools 2023	64.6%	24.8%	8.8%	1.8%
WA Public Schools 2023	61.0%	25.0%	10.0%	4.0%



To improve our attendance data, we have set this as a target in our 2024-2026 Business Plan. Utilising the baseline data collected in 2023 our target is: **Our primary attendance rate will improve to be equal to like schools.** In order to do this, we will need to:

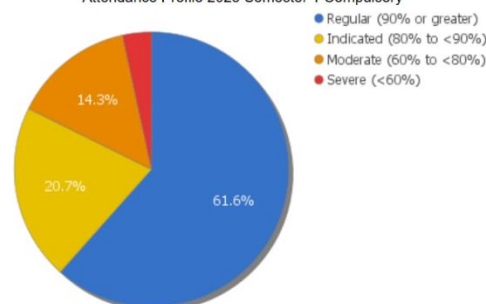
- Review our current Attendance Policy and Procedures.
- Utilise our Attendance watchlist more effectively.
- Promote the importance of regular attendance with the community.
- Utilise the strategies outlined in the DoE Attendance Toolkit.

School Based Attendance Data: Semester One vs Semester Two

Our school-based data comes from our Student Attendance Reporting (SAR) system. This data is used to conduct a fine-grained analysis of attendance data, rather than the overall school perspective.

Our data shows that our attendance was more regular in Semester One compared to Semester Two, where we had 61.6% of students attending regularly compared to 52%. This has resulted in a higher % of students being in the indicated at risk category, 28.8% compared to 20.7%.

Attendance Profile 2023 Semester 1 Compulsory



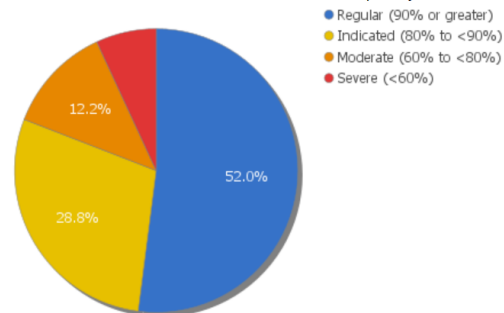
Wellard Village Primary School Annual Report 2023

Attendance

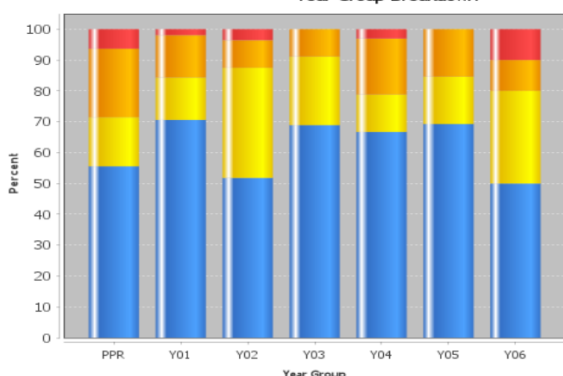
As well as a higher % of students in the severe category, 7% compared to 3%.

Whilst there was an increase in the indicated and severe categories in Semester Two, there was a decrease in the moderate at-risk category by 2%. What this data shows, is that we need to target our students attending school more regularly, as well as case managing those students in the at-risk categories to improve their individual attendance rates.

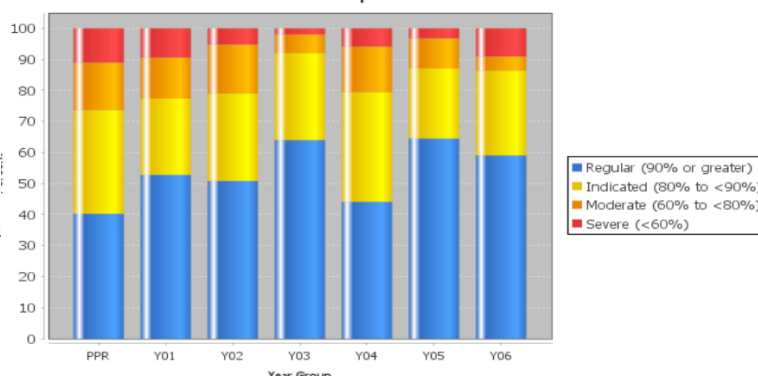
Attendance Profile 2023 Semester 2 Compulsory



Year Group Breakdown



Year Group Breakdown



The diagrams above show the at-risk categories breakdown for each year level from Semester One and Semester Two. This allows us to identify and focus on the most at-risk year groups. Moving into 2024 we will need to track our current Pre-Primary, Year 2, and Year 4 groups to improve their attendance as a cohort.

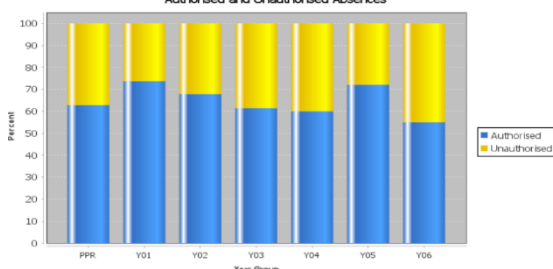
To improve our regular student attendance data, we have set this as a target in our 2024-2026 Business Plan. Utilising the baseline data collected in 2023 our target is: **Our overall percentage of students attending regularly will increase.** In order to do this, we will need to:

- Utilise SAR data to identify individual students in the at-risk categories.
- Create Individual Attendance Plans for children in the moderate and severe categories.
- Contact parents regularly of students not attending school.

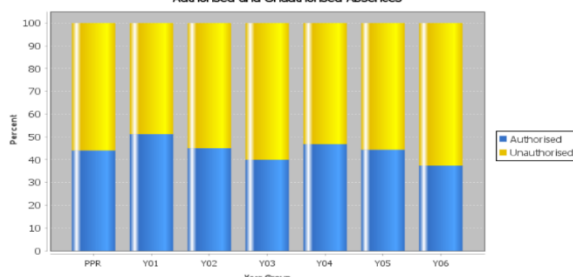
Absences

Part of our attendance data analysis includes looking at the breakdown of authorised vs unauthorised absences. An authorised absence includes when parents notify the school a child is sick, there is a reasonable cause or a cultural absence. An unauthorised absence includes an unexplained absence, an unacceptable reason, or an unauthorised vacation. As you can see, we have a high proportion of unauthorised absences. Of particular concern is the number of families taking holidays in the school term. In Semester 1- 12 % of the total absences were attributed to family holidays. In Semester 2- 18% of the total absences were attributed to family holidays. Our target is **to promote the importance of taking vacations during school holidays.**

Authorised and Unauthorised Absences



Authorised and Unauthorised Absences



Student Achievement and Progress: NAPLAN

This was the first year of NAPLAN data collection at Wellard Village Primary School. We had 44 Year 3 students, and 23 Year 5 students complete the testing in Term One of 2023. We were quite fortunate in a way, as this year the NAPLAN test changed in the way data is reported, and previous years data is not comparative. The collection of this data, particularly of our Year 3 students was vital in informing our future improvement targets. We will be able to track this Year 3 cohort over the life of our inaugural Business Plan 2024-2026.

Comparative Performance

	Year 3	Year 5	
	2023	2023	
Numeracy	-1.4	-0.3	Below Expected - more than one standard deviation below the predicted school mean
Reading	-0.7	-0.3	Expected - within one standard deviation of the predicted school mean
Writing	-0.9	1.7	Above Expected - more than one standard deviation above the predicted school mean
Spelling	0.4	1.6	Above Expected - more than one standard deviation above the predicted school mean
Grammar & Punctuation	0.1	0.8	Expected - within one standard deviation of the predicted school mean

Our Year 3 students:

Performed *below our expected performance* range for Numeracy. Performed within the *expected performance* range for Reading and Writing. Performed within the *expected performance* range for Spelling and Grammar & Punctuation (positive number).

Our Year 5 students:

Performed within the *expected range* for Numeracy and Reading. They performed *above expectations* in Writing and Spelling, and within expected performance for Grammar & Punctuation.

Student Distribution

Numeracy

Numeracy	Year 3 School	Like Schools	Year 5 School	Like Schools
Top 20%	16%	19%	13%	18%
Middle 60%	41%	65%	65%	65%
Bottom 20%	43%	16%	22%	18%

In comparison to like schools in Year 3 numeracy we have a *significantly higher percentage of students in the bottom 20%* and a subsequently lower percentage in the middle and top. Our Year 5 students compared well against like schools with a similar distribution of top, middle and bottom.

Reading

Reading	Year 3 School	Like Schools	Year 5 School	Like Schools
Top 20%	11%	16%	4%	17%
Middle 60%	61%	71%	78%	66%
Bottom 20%	27%	13%	17%	17%

In comparison to like schools in Year 3 Reading we have a *higher percentage of students in the bottom 20%* and a subsequently lower percentage in the middle and top. Our Year 5 students compared well against like schools with a similar distribution of top, middle and bottom.

Student Achievement and Progress: NAPLAN

Writing

Writing	Year 3 School	Like Schools	Year 5 School	Like Schools
Top 20%	9%	21%	43%	22%
Middle 60%	55%	67%	52%	64%
Bottom 20%	36%	12%	4%	13%

In comparison to like schools in Year 3 Writing we have a *significantly higher percentage of students in the bottom 20%* and a subsequently lower percentage in the middle and top. Our Year 5 students compared well against like schools performing better in the top 20% of students (+21%) and in the bottom 20% having 9% less.

Spelling

Spelling	Year 3 School	Like Schools	Year 5 School	Like Schools
Top 20%	23%	18%	48%	19%
Middle 60%	59%	69%	39%	63%
Bottom 20%	18%	13%	13%	18%

In comparison to like schools in Year 3 Spelling, our cohort performed reasonably well. We had a higher % of students in the top 20% (+5%) and similar performance in the middle and bottom 20%. Our Year 5 students compared well against like schools performing better in the top 20% (+ 29%) and with a slightly smaller 5% of students in the bottom 20%.

Grammar and Punctuation

Grammar & Punctuation	Year 3 School	Like Schools	Year 5 School	Like Schools
Top 20%	23%	19%	22%	19%
Middle 60%	59%	66%	70%	64%
Bottom 20%	18%	14%	9%	17%

In comparison to like school in both Year 3 and 5 Grammar and Punctuation, we performed similarly, with a variance of a small percentage in each category.

Proficiency Data

Percentage of students in each Proficiency Level

include School Student Numbers

Proficiency Level	Year 3 Numeracy			Year 5 Numeracy		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023
Exceeding	5%	8%	11%	4%	8%	11%
Strong	39%	58%	50%	52%	56%	53%
Developing	25%	24%	24%	30%	26%	23%
NAS	32%	10%	14%	13%	10%	12%

Percentage of students in each Proficiency Level

include School Student Numbers

Proficiency Level	Year 3 Reading			Year 5 Reading		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023
Exceeding	5%	13%	16%	4%	16%	18%
Strong	50%	52%	45%	70%	57%	51%
Developing	25%	26%	24%	17%	19%	18%
NAS	20%	9%	14%	9%	8%	11%

Percentage of students in each Proficiency Level

include School Student Numbers

Proficiency Level	Year 3 Writing			Year 5 Writing		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023
Exceeding	2%	9%	9%	17%	9%	10%
Strong	48%	74%	65%	74%	58%	54%
Developing	39%	12%	14%	4%	24%	22%
NAS	11%	5%	10%	4%	10%	12%

Percentage of students in each Proficiency Level

include School Student Numbers

Proficiency Level	Year 3 Spelling			Year 5 Spelling		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023
Exceeding	20%	14%	15%	48%	19%	20%
Strong	36%	46%	42%	26%	51%	48%
Developing	30%	32%	28%	22%	23%	20%
NAS	14%	8%	13%	4%	7%	11%

Student Achievement and Progress: NAPLAN

Percentage of students in each Proficiency Level

include School Student Numbers

Proficiency Level	Year 3 Grammar & Punctuation			Year 5 Grammar & Punctuation		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023
Exceeding	5%	6%	8%	4%	11%	13%
Strong	45%	49%	42%	65%	50%	46%
Developing	32%	33%	30%	22%	28%	26%
NAS	18%	12%	18%	9%	11%	14%

Targets:

- Increase the % of students in the 'strong' proficiency level between Year 3 and Year 5 and Year 5 and 7.
- Student performance in Year 3 and Year 5 NAPLAN is equal to like schools.

Improvement Strategies:

- Create case management plans for children identified as Needing Additional Support.
- Create a Quality Teaching Focus Group as part of our Professional Learning Community.
- Utilise PAT (Progressive Achievement Data) to identify focus areas in each year level in Numeracy and Reading.
- Focus on developing consistency in the teaching of our whole school approaches:
 - Linguistic phonics: Sounds-Write (P-3); WVPS scope and sequence; Year 4-6 intervention and polysyllabic lessons.
 - Reading/Fluency: daily repeated oral reading and shared reading (comprehension in context, questioning the author, explicit teaching of text structure).
 - Vocabulary instruction (Tier 2 & 3 words related to Inquiry).
 - Comprehension: Read with a pencil and Read, Ask, Put (RAP).
 - Writing: WVPS text sequence.
 - Editing: ARMS and CUPS.
- WA curriculum taught through the Paul Swan curriculum threads.
- Paul Swan Lesson Design: Tune In, Warm Up/ Mental Component Fluency, Explicit Teaching, Reflection.
- Natural Maths Strategies for mental computation.
- Explicit teaching of Maths Vocabulary using Paul Swan Word Books.
- Use of Paul Swan milestones in Number.
- Problem Solving: CUBES strategy.



C circle the key numbers



U underline the question



B box any math "action" words



e evaluate what steps do I take?



S solve and check
Does the answer make sense?
how can I check?

Student Achievement and Progress: On Entry

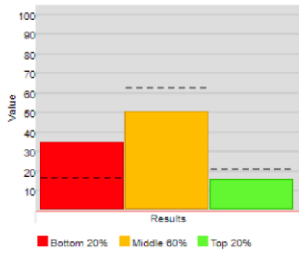
This was our first year of On Entry Assessment at Wellard Village. We decided to assess our Year 1 and 2 cohorts as well as the mandatory Pre-Primary cohort. This data was used to set improvement targets in our 2024-2026 Business Plan. By assessing in PP, Year 1 and Year 2, we are able to track our students progress from year to year; and then when they get to Year 3 compare On Entry to NAPLAN.

Pre-Primary

Semester 1, 2023

On-Entry - Reading

Results compared to ICSEA Decile including data from other school

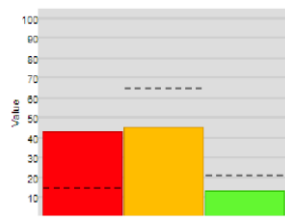


PP Reading has a higher % of students in the bottom compared to like schools; subsequently less in the middle and top.

Semester 1, 2023

On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools

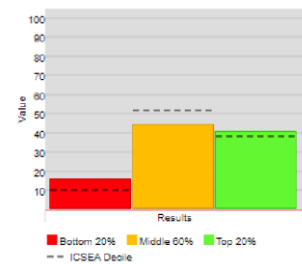


PP Numeracy has a higher % of students in the bottom compared to like schools; subsequently less in the middle and top.

Semester 1, 2023

On-Entry - Writing

Results compared to ICSEA Decile including data from other school



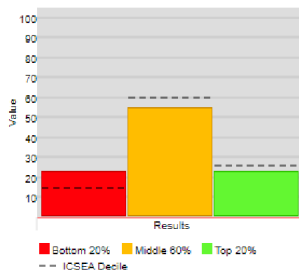
PP Writing is comparable to like schools.

Year One

Semester 1, 2023

On-Entry - Reading

Results compared to ICSEA Decile including data from other school

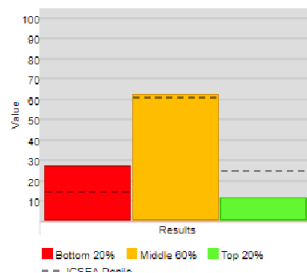


Year 1 Reading is comparable to like schools in the middle and top, with a higher % of students in the bottom 20%.

Semester 1, 2023

On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools

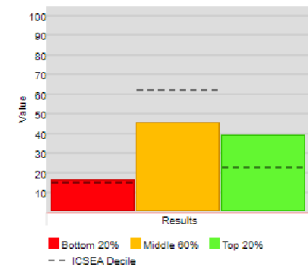


Year 1 Numeracy is comparative to the middle 60%, but we have less students in the top 20%, as we have more in the bottom 20%.

Semester 1, 2023

On-Entry - Writing

Results compared to ICSEA Decile including data from other school



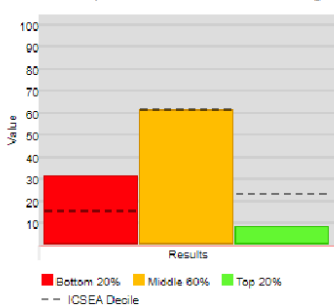
Writing is an area of strength for Year 1. We are equal to like schools in the bottom 20% and we have more in the top 20%.

Year Two

Semester 1, 2023

On-Entry - Reading

Results compared to ICSEA Decile including data from other school

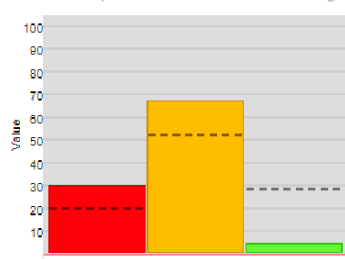


In Year 2 Reading we have a large percentage of our students in the bottom 20%, and our middle 60% is equal to like schools.

Semester 1, 2023

On-Entry - Numeracy

Results compared to ICSEA Decile including data from other school

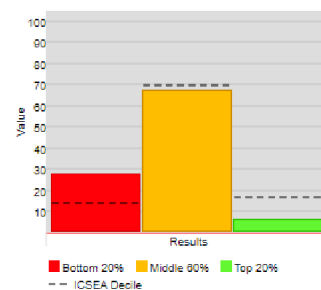


In Year 2 Numeracy we have a large percentage of our students in the middle 60%, and a higher % in bottom 20% in Numeracy.

Semester 1, 2023

On-Entry - Writing

Results compared to ICSEA Decile including data from other school










Like Reading and Numeracy, the bulk of our Year 2 students are in the middle 60%, and we have less in the top 20% and more in the bottom 20%.

High School Destinations

This year we had 21 Foundation Year Six Students, completing their final year of primary school at Wellard Village.

The students participated in a transition to high school program in Term Four, with our feeder high school Gilmore College. Gilmore College is part of our local school network, the Kwinana Federation. At our graduation assembly the Principal of Gilmore College, Mr Dean Gurr presented one of our students, Thor Berso with the Gilmore College Award.

Our Year Six students are off to 7 different high schools to start the next chapter of their educational journey.

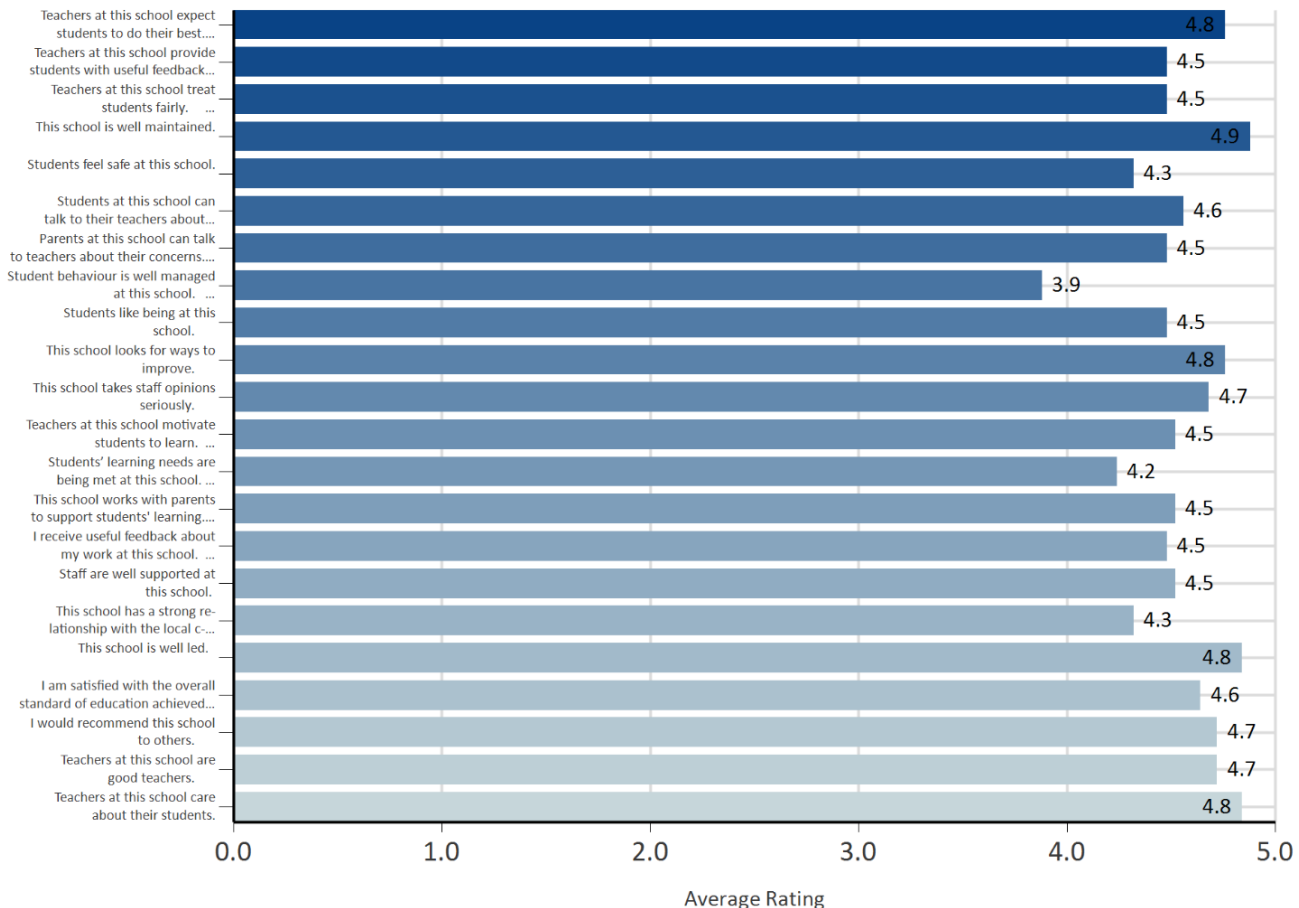
High School	Number of Students
 Gilmore College	9
 Baldivis Secondary College	2
 Rockingham Senior High School	1
 King's College	5
 Peter Carnley Anglican School	2
 Court Grammar	1
 Tranby College	1



National School Opinion Survey

In 2023, we conducted our very first National School Opinion Survey. Below is the data we collected from staff and parents. This data has been analysed by the WVPS staff to identify our areas of strength and our areas for improvement moving forward. Overall, we were very pleased with the feedback we received from our community.

Staff:



Celebrations:

- This school is well led (4.8)
- Teachers at this school care about their students (4.8)
- Teachers at this school expect students to do their best (4.8)
- This school looks for ways to improve (4.8)

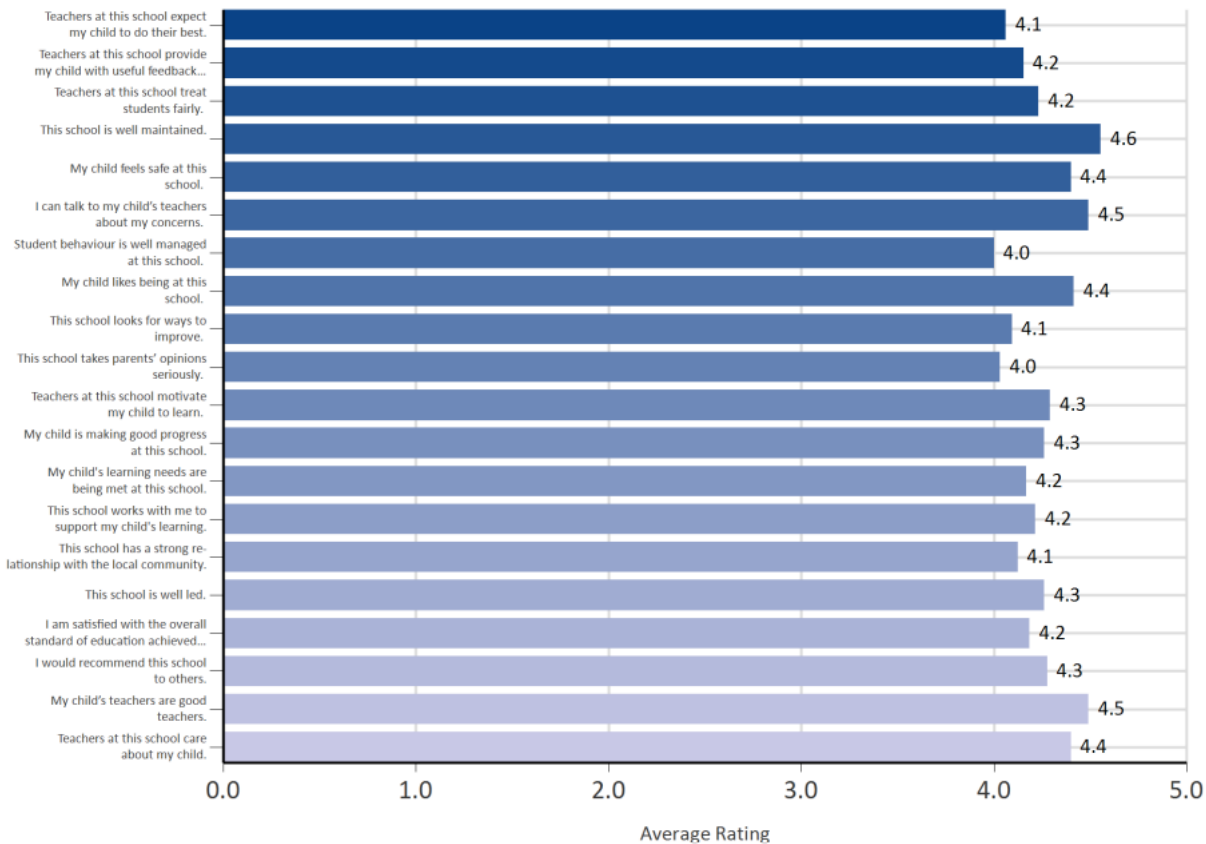
Areas for improvement:

- Student behaviour is well managed at this school (3.9)

Improvement Strategies to Address Behaviour:

- Utilise Zen Den effectively in class for self-regulation breaks.
- Staff to effectively track behaviour utilising the WVPS Trackers to allow us to analyse data and respond.
- Introduce a PBS and Behaviour Focus Group into our PLC for focused improvements.
- Review the WVPS Student Behaviour Policy and WVPS Good Standing Policy.
- Implement ready to learn plans for students.
- Whole staff professional learning in social skills and Zones of Regulation.
- Utilise the DoE "Standing Together Against Violence" Guide.
- Utilise the updated DoE Student Behaviour Policy.

National School Opinion Survey



Our parent survey is a point of celebration as we rated 4.0 (agree) in all survey questions. However, we have decided to look at our lowest ratings to see how we can improve in these areas from the parent perspective. Our future goal would be to increase the % of parents who complete the survey (data source 2023 NSOS Parent Survey) from Year 3-6.

Celebrations:

- I can talk to my child's teachers about my concerns (4.5).
- My child's teachers are good teachers (4.5).
- My child likes being at this school (4.4)
- Teachers at this school care about my child (4.4)
- My child feels safe at this school (4.4)

Areas for Improvement:

- Student behaviour is well managed at this school (4.0)
- This school takes parents' opinions seriously (4.0)

Correlation:

- There is correlation between the staff survey and the parent survey in the area of behaviour management. These both received the lowest scores, amongst both groups. This will be an area that is a focus of our 2024-2026 Business Plan.

National School Opinion Survey

Feedback:

A lot of the parent feedback provided in our 2023 NSOS survey was in relation to operational matters, some of which are outside our role as a school. Below are some of the things noted, and how we plan to respond.

- **No assemblies:** we did plan to meet twice a term for whole school assemblies around significant events. But as we did not get our undercover area in time, we were unable to. We take on the feedback and importance of parent and community involvement and next year we will meet for whole school assemblies where our community is welcomed for example: Harmony Day Assembly.
- **Gates:** our gates are not opened earlier than 8.25am, due to duty of care and supervision requirements of students. We only have a small number of gates opened, again for student safety, so we know which points of our school are being accessed at any one time. We take on the feedback of more access points and next year we will also open the Djidar gate (ECE).
- **Security:** The feedback around the stolen property is obviously disappointing to our whole community. We are in the process of investigating options to further secure the bike/scooter compound, but this will take time and money.
- **Crossing Guard:** in the survey there were quite a few comments around having a crossing guard. This is something that we have to apply for as a school. Early in 2023, we did our first pedestrian counts in order to apply. At this point in time, we did not meet the criteria to apply for a traffic warden. We take on the feedback that this is important to our community, as it is to us, to apply again in 2024.

Positive Parent Feedback

- The Principal and Assistant Principals are always at the door welcoming the students and parents. They are friendly and approachable.
- The teachers and staff really care about the students. We are very lucky to have this school for our son.
- I think the staff is what makes this school a great place.
- The communication from the school to parents is exceptional.
- The incorporation of Noongar language into the buildings is also commendable.
- Fresh approaches to teaching, inclusion and running a school.
- The inclusivity of each student.
- The way teachers take of children's emotions.
- Sense of community and a great P&C.
- The teaching methods are top notch. Specialist teachers and subjects are modern and appealing.
- I like the fact that the school teaches Auslan and has specialist teachers for music and media arts.
- Multicultural community and a supportive school.

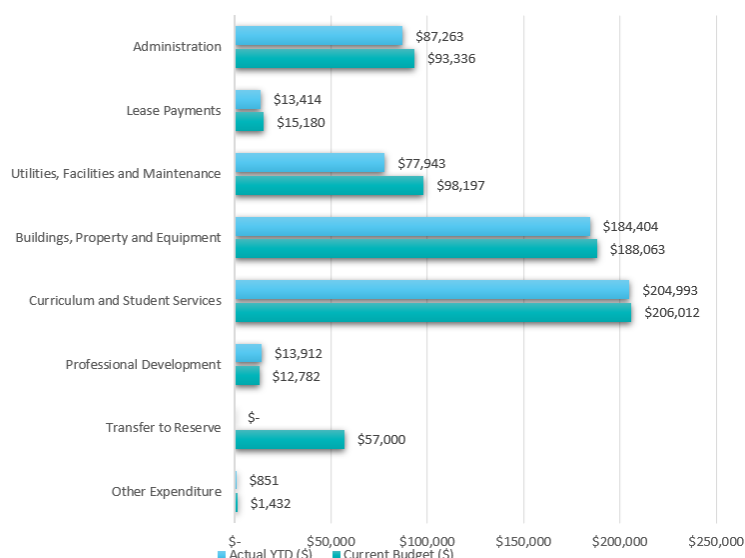


School Funding: Financial Summary

Setting up a new school requires a significant amount of resourcing, especially for the number of children we started with. The leadership team spent a significant amount of time purchasing resources at the end of 2022 and beginning of 2023 to ensure that our students had the necessary equipment for developing a love of reading, play based learning, inquiry learning, hands on learning, sport, music, media arts, technology and play time. We **carried forwarded just over \$250,000** of our establishment grant into 2023 which allowed us to purchase resources in line with our ongoing school growth. Thanks to the generosity of Medina Primary School, we had an entire classroom to store all of our purchases. Mrs McCorriston worked tirelessly over this term, to unbox our equipment, label, accession, and catalogue, not to mention cover and sort thousands of books. This process continued into Term One, when the deliveries kept on arriving. We were fortunate that when our library was ready to open at the end of Term One, so was Mrs McCorriston, who made short work of setting up an amazing space.



Dec 2023 (Verified Nov Cash)



Our cash budget was significantly higher than the average primary school our size, but given the resourcing required, it was necessary. Our **cash budget was \$672,000** of which we spent 86%. Some of these funds (\$57,000) have been moved into our reserve account to pay for our future nature playground. The remaining funds are to pay for resources for our new 2024 classrooms. Each time we create a new class it costs approximately \$20,000 to set up in resourcing. This includes a class maths trolley, teacher laptop, a STEM kit, a set of class ipads and lock box, self-regulation resources, home readers, mini whiteboards etc. The diagram to the left shows that we spent most of our cash budget on curriculum, student services and property and equipment.

The majority of our one-line budget was spent on salaries for staff. We were fortunate that we **carried forward just over \$110,000** into our 2023 staffing budget. This money was as a result of a successful application to apply for funding for a second Associate Principal through the School Resourcing team when we were able to demonstrate our student numbers would be over 300 for day one. The majority of our 2023 budget (80%) was directed towards human resources to meet the teaching and learning needs of our students. Due to the number of students requiring additional support we made the decision to employ additional special needs allied educators for our students.

The majority of our income came from our student-centred funding based on our student enrolments and their characteristics. We were also fortunate to receive second stage funding for new schools which increased the school's income, as well as a \$45,000 grant for a second playground. Our locally raised funds came from three sources: through our partnership with Big Childcare whose licence fee generated \$70,000; donations from our P&C and \$14,000 from our families who elected to pay the voluntary contributions. We were thrilled with the number of parents and carers who paid the \$60 per student. We had 63% pay in 2023, which indicates strong support for our school, and we are hoping this continues into the future.

School Funding: Financial Summary

Each year the school is held accountable by a Funding Agreement. The Funding Agreement outlines the accountability expectations of the principal in relation to the management of funding through the school budget. The school budget operates as a one-line budget, providing the schools the flexibility to develop educational programs and staffing profiles that best suit the needs of their communities within given parameters. School funds are public money, so principals are accountable for using them responsibly under legislation and policy including the *Financial Management Act 2006*, *School Education Act 1999*, *Public Sector Management Act 1994* and the Department’s Code of Conduct.

Oversight of our school budget was provided by the WVPS School Board and the WVPS Finance Committee. The Finance Committee met regularly to review the school budget, to track spending, and approve additional budget allocations. Part of the DoE Funding Agreement is that we spend 96% of our budget.

- This year we expended 93% of our total budget.
- 87% of our cash budget; and
- 100% of our salary budget.

WVPS One Line Budget

ONE LINE BUDGET - Dec 2023 (Verified Nov Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	254,346	254,346
Carry Forward (Salary):	114,927	114,927
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,999,772	3,999,772
Locally Raised Funds:	101,860	102,343
Total Funds:	4,470,905	4,471,388
EXPENDITURE		
Salaries:	3,554,935	3,554,935
Goods and Services (Cash):	672,002	582,779
Total Expenditure:	4,226,937	4,137,714
VARIANCE:	243,968	333,674

2024 Funding Priorities:

- Continue to allocate funds for our future nature play into our reserve accounts.
- Fund stage one of the nature play in 2024.
- Create a reserve plan for the anticipated future replacement of our technology (ipads and interactive whiteboards).
- Allocate funds to purchase new ipads for our 2025 classes (4 additional sets).



WELLARD VILLAGE PRIMARY SCHOOL

Priorities, Progress and Planned Actions

In 2022, our planning year, we created a Strategic Plan in lieu of a Business Plan. This plan was to guide our first year of operation and had planned targets against the domains in the Standard for Public School Review. The Strategic Plan was underpinned by operational plans in all learning areas as well as behaviour, health and wellbeing, culture, attendance, and early childhood. We opted to create our Business Plan 2024-2026, at the end of 2023 so that we could make informed decisions about improvement targets once we had collected data on our students. We made significant progress against the targets in our Strategic Plan, any targets that we are still working towards have been moved to either our new Business Plan or into operational plans.

A= Achieved/ WT= Working Towards

Standard: Relationships and Partnerships		
Target	A	WT
Utilise the National School Opinion Survey in Term 3, to seek parent/carer satisfaction and inform our future Business Plan.		
Utilise the DoE <i>Engaging and Working with your Community Framework</i> to create and maintain powerful relationships.		
Implement and embed our Communication Policy, with a focus on utilising Seesaw as our main priority to engage parents/carers in our learning environment.		
Establish and induct a School Board and be operational by Term 2.		
Establish a Parents and Citizens Association and complete WACSSO P&C training, to be operational by Term 2.		

Standard: Learning Environment		
Target	A	WT
Utilise the Aboriginal Cultural Standards Framework and DoE Aboriginal Empowerment Strategy to collect baseline data against the 5 standards (continuum) to develop an improvement plan and associated operational plan, for 2024.		
Establish Positive Behaviour Support (PBS) practice: including the development of the WVPS Behaviour Matrix, behaviour lessons and positive reinforcement system with associated rewards.		
Create an Attendance Policy and associated strategies to promote positive attendance at WVPS.		
Commence implementation of the Berry Street Model for engagement and provide staff with professional learning on Body (Day 1) and Relationships (Day 2).		
Establish and implement the Your Move program by the end of Term 1.		
Implement and embed our WVPS Students at Educational Risk Policy (SAER) and build staff capacity in this practice through our PLC.		
Establish student voice in our school through the establishment of student leader roles.		

Standard: Leadership		
Target	A	WT
Embed our vision, mission, values, and motto to establish our school culture.		
Develop the 2024 Business Plan and associated operational plans.		
Embed our WVPS Reporting Policy and WVPS Assessment Policy to enact our commitment to the expectations of the School Curriculum and Standards Authority (SCSA).		
Implement our WVPS Pedagogical Framework and provide staff with professional learning and instructional support, to ensure we establish consistency and low variance in our first year.		
Establish our professional learning community (PLC) and practices associated with operation.		
Establish our culture of continuous learning through performance and development, walk throughs and observation.		

Priorities, Progress and Planned Actions

Standard: Use of Resources		
Target	A	WT
Establish a Finance Committee by the end of Term 1 and be operational by Term 2.		
The WVPS School Board will provide financial oversight of our school budgets to ensure we meet the requirements of the <i>Funding Agreement for Schools</i> , inclusive of a 96% spend.		
The Principal will create a Workforce Plan, aligned with the 2024-2026 Business Plan, outlining future workforce requirements aligned to student need/characteristics.		
Staff will be provided with a Financial Handbook to guide practice in relation to the management of budgets.		
In 2023, we will establish systems which identify the learning needs of students, in order to allocate resources in a targeted manner and maximise learning outcomes for all students.		

Standard: Teaching Quality		
Target	A	WT
Staff will utilise the instructional model and inquiry process outlined in the WVPS Pedagogical Framework. This is aligned to the DoE Quality Teaching Framework and Teaching for Impact initiative. Over the year, we will build our shared understanding, on our instructional model, through professional learning.		
Our school wide focus will be on the delivery of the Western Australian Curriculum and adopting a practice, not program, approach. Where an approach is implemented at our school, it will be evidence based and aligned to the WA Curriculum.		
Staff will collaborate in year levels for planning and utilise the SCSA Scope and Sequence documents for curriculum planning, and the Judging Standards and Exemplars for assessment, moderation, and reporting.		
Staff will adopt and implement a universal lesson design to cater for EALD and differentiation, and where appropriate implement an individual education plan or utilise the EALD Progress Maps.		
Utilise the National Quality Standards to collect baseline data against the 7 standards. Use the data to develop an improvement plan and 2024 operational plan for early childhood (K-2) practice and environment.		

Standard: Student Achievement and Progress		
Target	A	WT
Implement the WVPS Assessment Policy and Assessment Schedule to assess student progress and achievement.		
Establish a data literate culture where we collectively interpret data to inform future planning and meet student needs utilising a disciplined dialogue process.		
Data analysis will be timetabled in our PLC & SDDs.		
Establish school-based data sets, for reading fluency, phonics testing, On Entry, PAT and NAPLAN. Our data base will be utilised for longitudinal, cohort and individual tracking processes.		
Collect system based and school-based data to inform the 2024-2026 Business Plan.		

Improvement Targets for our 2024-2026 Business Plan

Building the minds of tomorrow

- Optimise learning and development in early childhood (Kindergarten to Year 2), by meeting the 7 Quality Areas in the National Quality Standard.
- Build foundational literacy competencies by increasing the percentage of students meeting the mid-year expected proficiency benchmark in Year One phonics.
- Student performance in Year 3 and Year 5 NAPLAN is equal to like schools.
- Increase the % of students in the 'strong' proficiency level between Year 3 and Year 5 and Year 5 and 7.
- Improve the school's performance against WA like schools in the percentage of students who make moderate to high progress from Pre-Primary to Year 1 and Year 1 to Year 2, in On-Entry assessments, annually.
- Improve the school's performance against WA like schools in the percentage of students who make moderate to very high progress from Pre-Primary (On Entry) to Year 3 (NAPLAN) in Numeracy and Reading.

Inclusivity

- Create a strong cultural ethos, by moving from Cultural Awareness to Cultural Responsiveness in all five domains of the Aboriginal Cultural Standards Framework.
- Create a mentally healthy community by building the capacity of staff through the completion of Be You professional learning.
- When surveyed, 90% of students rate 'agree' in the Be You Children's Survey- Mentally Healthy Communities and Learning Resilience.
- When surveyed, 90% of staff rate 'agree' in the Be You Educator's Survey- Mentally Healthy Communities and Learning Resilience.
- Student voice has an authentic place in our school and is used to inform decision making.

Pathways

- Increase the number of staff leaders in identified workforce categories.
- The development of staff is systematically planned for, documented, and reviewed, through an ongoing performance management cycle linked to their job description form.
- Our overall percentage of students attending regularly will increase.
- Our primary attendance rate will improve to be equal to like schools.
- 80% of WVPS students demonstrate consistent attitude, behaviour, and effort, in all aspects of schooling.
- Utilise the 'needs additional support' (NAS) NAPLAN proficiency level to identify, plan and document individual student goals to ensure progress.
- All students with a beginning level of Standard Australian English will be monitored and reported on using the EAL/D progress maps.
- Student Pathways

Connections

- School board membership is increased to reflect the composition outlined in the WVPS Terms of Reference.
- Target: School Board self-assessment demonstrates positive trends in all areas of the "Ten Elements of an Effective School Board" survey.
- Achieve gold accreditation level in the Your Move schools' program.
- Increase and maintain student, staff, and parent satisfaction rating of above 4.0 in National School Opinion Survey.
- Actively increase the number of connections and partnerships within our local community that benefit our students.

These targets will be reported on in our 2024 WVPS Annual Report.