



2020 School Report

Contents

From the Principal	3
Context	4
Celebrating Achievements in 2020	5
Buildings and Grounds	5
Student Numbers	6
Staff Data.....	8
Funding	9
Student Centred Funding	9
Per Student Funding	9
Student and School Characteristics Funding	10
Targeted Initiatives (Detail)	11
Operational Response Allocation (Detail)	11
Regional Allocation	11
Audit Adjustment.....	11
Cash Reconciliation	12
Meeting the School Priorities	13
Success for All Students	13
<i>Comparative NAPLAN Data to Like Schools.....</i>	<i>13</i>
<i>Student Leadership</i>	<i>15</i>
<i>Attendance</i>	<i>15</i>
<i>Students at Educational Risk</i>	<i>16</i>
<i>Positive Behaviour Support</i>	<i>17</i>
Quality Teaching and School Leadership	19
<i>Strategies.....</i>	<i>19</i>
Community Engagement	20
<i>We Met our School Survey Targets.....</i>	<i>20</i>
<i>Strategies.....</i>	<i>22</i>

From the Principal

As we reflect on 2020, I am grateful that we received minimal interruptions to the school year with COVID 19 having minimal impact in Western Australia in comparison to other states and overseas. While the majority of the students missed the last few weeks of Term 1 under Government advice, the experience brought together staff and community in a strong and supportive way, echoing the vision of 'Achieve by Caring'.

As COVID 19 restrictions were put in place student attendance significantly reduced to only students of essential workers as per Government directives. Swimming activities for Year 1-6 students were cancelled half way through our program. During the April holidays staff developed on-line learning and 'work at home' packages for over 500 students. Packages were distributed in the holidays, however schools re-opened for the start of Term 2. Good news for Western Australia's economy and health prospects, but a significantly busy holiday for staff!

As WA appeared tentatively safe from COVID 19 community transmission, classes resumed with most students returning by Week 3, Term 2. Parents remained outside the gates and many of our younger children developed some strong independence skills as a result. Assemblies took on an online platform being streamed to our Facebook page. National Assessment Program Literacy and Numeracy (NAPLAN) testing, usually conducted early in Term 2, was cancelled for the first time ever. By Term 3 we welcomed parents back on site in time to join our sports carnival.

Term 4 saw our Pre Primary students participated in their first swimming lessons. Graduation and Year 6 camp went ahead, and Year 6 students were able to end the year with all of their regular end of year graduation celebrations.

In 2020 we formed the Geraldton Lighthouse Partnership with Wandina PS, Geraldton PS and Champion Bay SHS to focus on leading the education of students on the Autism Spectrum. An exciting partnership that will assist us to build on the best practice of catering to all students and helping our students to have a safe and nurturing learning environment.

Our P&C and School Board had a quieter year with less face to face meetings and much correspondence shared electronically. Our P&C, with the continued leadership of Mrs Paula Steenson and the executive committee closed the canteen for some weeks and once reopened maintained their five-star food safety rating canteen. The P&C passed on the supply of uniforms to Total Uniforms ending many years of service to the community in this area. We thank the P&C staff, uniform committee and volunteers for all their hard work supplying uniforms for all these years.

At the end of the year the P&C were able to donate towards the last good standing reward day, a fun day of bouncy castles, water slides and our fabulous Waggrakine Volunteer Fire Brigade. A great way to end an interesting year!

Thanks to our wonderful community for your ongoing support in 2020, when many in the community had their own pressures of job losses and COVID 19 related stressors. The community were 100% behind all school decisions and we thank you for your continued support and confidence in us.

Yours sincerely



Lis Turner
Principal



Context

At Waggrakine we 'Achieve by Caring' through nurturing your child's education and wellbeing. Our core expectations, 'Respect, Responsibility and Active Learning' are embodied in all learning. Through an inclusive and engaging curriculum, our staff tailor learning to meet the needs of every child. We aim to provide your child with the skills to be a life-long learner. Your child is a vital part of our friendly and vibrant school community. Our students enjoy happy classrooms, creative open spaces, nature playgrounds and 21st century learning using high quality technologies. As an independent public school we value community involvement and welcome parents as partners in education, believing that by maximising parent input and communication, we increase opportunities for our students to reach their potential.

Celebrating 2020

With COVID 19 many of our annual events and awards were cancelled but we had never been more proud of the regular everyday commitment of our staff and community to achieve the best for our students.

- The PBS Team maintained 100% in our external review of implementation
- Special Needs Education Assistant, Fiona Hopkins was recognised as a Mid West Education Champion for her outstanding work in our intervention program
- Book week parade, NAIDOC and sports carnival continued to be great successes despite our restrictions from COVID 19
- Ibu Ari, our language assistant from Indonesia was able to stay with us for the year
- Count Us In selected Waggrakine to film the annual song for all Australian schools in Wajarri and English



<https://www.facebook.com/PublicEducationWA/videos/358282748571963/>

- Year 6 student Abbey Maxted raised over \$5000 for Relay for Life, shaving her head in the process





Buildings and Grounds

Waggrakine has experienced steady student growth in recent years and this has seen ongoing improvements to school facilities and additional upgrades including:

- Grants from Variety and the Education Department saw two new playgrounds erected
- Sensory rooms continued to be developed and upgraded
- All toilets throughout the school underwent full Government funded renovations
- The school was also able to redirect funds for a full renovation of the canteen
- The school funded a bitumised extension to the staff car park
- Concertina doors were fitted in the Year 4/5 block replacing old flimsy doors
- New limestone work enhanced grounds and supported drainage



Student Numbers

As at semester 2, 2020

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(24)	69	64	73	52	70	58	69	479
Part Time	48								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Total
Male	23	34	201	258
Female	25	35	185	245
Total	48	69	386	503

	Kin	PPR	Pri	Total
Aboriginal	13	21	89	123
Non-Aboriginal	35	48	297	380
Total	48	69	386	503

Student numbers decreased in 2020

Semester 2

	2016	2017	2018	2019	2020
Primary (Excluding Kin)	471	466	473	473	455
Total	471	466	473	473	455



Staff Data 2020

Administration Staff			
	No	FTE	AB'L
Principals	1	1.0	0
Deputy Principals	5	4.8	0
Program Coordinators	1	1.0	0
Total Administration Staff	7	6.8	0

Teaching Staff			
Other Teaching Staff	31	24.7	0
Total Teaching Staff	31	24.7	0

School Support Staff			
Clerical / Administrative	4	2.8	0
Gardening / Maintenance	2	1.3	0
Instructional	3	2.5	3
Other Non-Teaching Staff	37	29.0	1
Total School Support Staff	46	35.6	4

Total	84	67.1	4
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All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the Teacher Registration Board of Western Australia's public register of teachers.



Funding

Student Centred Funding

All student centred funding is calculated at the February census. Other funding such as Targeted Initiatives and Operational Responses may become available throughout the year. The school distributes this funding to either salaries or cash as per the school budget to support the School Plan. Most funding is allocated to supporting your child's education by employing the workforce.

2020	
Per Student Funding	\$3,791,277.00
Student and School Characteristics	\$2,221,868.74
Disability Adjustments	\$77,036.00
Targeted Initiatives	\$163,031.87
Operational Response Allocation	\$47,041.00
Regional Allocation	\$1,000.00
Census Adjustment (1 student)	\$0.00
Total	\$6,301,254.84

Per Student Funding

At Census February 2020

	Student FTE	Amount
Kindergarten	46	\$223,054.00
Pre-primary	70	\$581,770.00
Year 1	66	\$548,526.00
Year 2	72	\$598,392.00
Year 3	53	\$440,483.00
Year 4	72	\$498,672.00
Year 5	59	\$408,634.00
Year 6	71	\$491,746.00
Total	554	\$3,791,277.00

Student and School Characteristics Funding

At Census February 2020

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	113	\$258,237.99
Disability	154	\$1,355,801.18
English as an Additional Language	2	\$44,097.50
Social Disadvantage	316	\$305,677.70
Sub Total		\$1,963,814.37
School Characteristics		
Enrolment-Linked Base		\$123,529.83
Locality		\$134,524.54
Sub Total		\$258,054.37
Total		\$2,221,868.74



Targeted Initiatives (Detail)

To December 2020

	Amount
Put Education Assistants Back in the Classroom (Salaries)	\$86,684.80
Graduate Teacher Induction Program	\$7,857.94
National School Chaplaincy Programme	\$20,280.00
In School State Funded Chaplaincy Program	\$1,489.13
National Partnership on Universal Access to Early Childhood Education (Salaries)	\$44,620.00
Sporting Schools Programme T2	\$2,100.00
Targeted Initiatives Total	\$163,031.87

Operational Response Allocation (Detail)

To December 2020

	Amount
Faults Management Program	\$46,741.00
Host School Psychologists	\$300.00
Operational Response Total	\$47, 041.00

Regional Allocation

To December 2020

	Amount
Midwest Hosting Regional Teams in Schools	\$1,000.00
Total Cash	\$1,000.00

Audit Adjustment

To December 2020

	Enrolments	Amount
Student Centred Funding	NA	\$0.00
Total Salary		\$0.00

Cash Reconciliation 2020

Cash Revenue	Amount
Previous closing balance brought forward	\$74,313.03
Current year budget revenue (2019)	\$932,237.49
Actual revenue received	\$932,139.43
Revenue shortfall surplus	\$98.06
Revenue collected as a % of current budget	100%
Total funds available	\$1,006,452.46

Cash Expenditure	
2020 budgeted expenditure	\$1,006,550.52
Actual expenditure	\$896,201.72
Remaining expenditure	\$110,348.80
Cash Budget Variance	\$0.00
Variance as a % of total funds available	0.0%
Actual expenditure as a % of budget expenditure	89%

Reconciled Bank Balances	31/12/2019	31/12/2020
Cheque account	\$99,734.28	\$336,947.72
Investment Account	\$250,000.00	\$0.00
Building and other funds	\$0.00	\$0.00
Total	\$349,734.28	\$336,947.72

Bank Account Composition:	
General Funds	33%
Reserves	79%
Suspense/tax	-11%
Total All Reserves	\$264,694.28

Meeting the School Priorities

Success for All Students (no change as no 2020 data)

In achieving 'Success for All Students' during 2018-2020 we set the following priorities and targets:

- **Target:** Maintain achievement at or above like schools in all National Assessment Program, Literacy and Numeracy (NAPLAN) areas annually
- **Target:** Increase the number of students in the top 20% in NAPLAN for English and Maths annually

Comparative NAPLAN Data to Like Schools

Data reflects 2019 data as National testing was cancelled in 2020 due to COVID 19.

Year 3	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	-0.2	0.4	-0.3	-0.2	-0.3	-0.4	41	58	60	66	60	69
Reading	0.1	0.5	-0.5	0.2	0.3	-0.7	41	58	58	66	61	68
Writing	-0.2	-0.6	0.1	0.7	0.3	-0.4	42	60	60	68	60	67
Spelling	0.8	-0.2	-0.3	-0.4	0.1	-1.0	41	60	60	67	60	68
Grammar & Punctuation	0.6	-0.1	-0.2	0.3	0.1	-0.4	41	60	60	67	60	68

Year 5	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	-0.5	-0.6	-0.3	-0.1	-0.7	-0.2	46	57	46	57	54	66
Reading	0.2	-0.2	0.7	-0.3	0.1	-0.5	48	57	46	54	54	68
Writing	1.1	-0.2	0.2	-0.6	-0.1	0.0	46	57	47	58	54	64
Spelling	-0.9	-0.3	-1.4	0.1	0.1	-0.4	48	57	47	57	54	67
Grammar & Punctuation	0.1	0.3	0.8	0.2	0.0	-0.5	48	57	47	57	54	67

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean

Strategies

To work towards these targets we:

- Have trained all teaching and support staff to use the Sounds-Write program (synthetic phonics, spelling and reading)
- Modelled Sounds-Write lessons for graduate and new teachers
- Reviewed programs and in line with best practice, introduced a new MacqLit literacy intervention program to support for Year 1-6 students who required additional support.
- Trained Kindy, Pre Primary and Year 1 staff in the PreLit and InitiaLit literacy programs
- Maintained our assessment methods and frequency of whole school assessments to ensure we collected useful and timely data for teachers to utilise in their teaching, and the school to use for whole data collection
- Maintained school based assessment data collection in Reporting to Parents to simplify data sorting and collecting processes
- Were unable to run any training parent sessions in 2020 due to COVID 19
- Introduced Year 1 buddy reading programs before school using Year 6 buddies as mentors
- Focused classroom peer observations around aspects of the Instructional Framework in literacy lessons to improve practices

The following data was used to support teachers in planning for intervention and ongoing support to students:

- National Assessment Program in Literacy and Numeracy (NAPLAN)
- System On-Entry Assessment (Pre Primary)
- Single Word Spelling Test standardised data
- Brightpath assessment ruler
- Acadaience Reading assessment
- WARL and WARP intervention assessment
- Maths and English assessment teacher judgements
- PAT Maths
- Peter Westwood One Minute Basic Facts Tests



Student Leadership

Waggy Challenge - students in Year 6:

- 69 students participated in the Waggy Challenge
- 36 students passed the Waggy Challenge
- 23 students passed with a Distinction in the Waggy Challenge

School Leadership Program – 14 students were elected by their peers as student leaders, as either School Representatives or House Captains. These students played a significant role in the everyday running of the school with responsibilities allocated in the sport shed, student lunch distribution and supporting duty staff in the eating areas. They also met on a regular basis to discuss school events, fundraising decisions and assemblies, and provided support at special events and assemblies.



Good Standing Reward Day Colour Run in of Semester 1

Students at Educational Risk

In addition, the following strategies supported staff to address the needs of students:

- **Target:** All students needing a differentiated curriculum have Special Education Needs (SEN) plans and reports each semester

Ten percent of Waggrakine's student population have a diagnosed disability attracting Individual Disability Allocation (IDA) funding with over 25% identified through the National Consistent Collection Data (NCCD) attracting funding that supports whole school intervention strategies. To ensure we best meet the needs of these students we:

- Became one of 4 schools involved in the Autism Lighthouse Program in Geraldton.
- Continued the SAER leadership team who met weekly to plan for diagnosed and imputed students with a disability
- Have a dedicated SAER Team who have undertaken additional training in Autism, FBA, Discrete Trial Training, specialist ASD centre training and more
- Provided Special Education Needs (SEN) plans with individual detailed reports to parents of all identified SEN students
- Provided NCCD students with access to quality intervention programs
- Enabled all staff to complete training in evidence based best practice related to students with special needs
- Introduced workshops for Education Assistants in areas of best practice
- Have staff trained as Team Teach trainers
- Developing staff understandings in the National Disability Insurance Scheme and the Disability Standards in Education
- Supported external agencies to run programs with students at school
- Lorax room for Tier 2 and 3 interventions in a range of a different areas such as social skills, communication, self-regulation and independence

School Chaplaincy

School chaplaincy data summary:

- Approximately 10-15% of the student population are supported through the Breakfast Program
- Approximately 10-15% of students participate in the lunch time craft activities supported by the chaplain
- Approximately 15% of students or families seek pastoral care support from the chaplain
- Approximately 10-15% of students attend craft activities during breaks



Positive Behaviour Support

Tiered Fidelity Inventory 2020



Targets:

- Aim for 100% in the new Tiered Fidelity Inventory for Tier 1 PBS and 50% in Tier 2 as Tier 2 only began in 2020

In 2019 we maintained 100% across all areas of the SET annual review. This was the final year of the SET review and in 2020 the Tiered Fidelity Inventory was the evaluation tool introduced to the school as we were at 100% in the previous tool.

- In 2020 we introduced the 5 weekly good standing rewards, mid Term rewards are class/year level based and end of Term rewards are school base.
- The PBS Tier 2 committee continued to address the needs of students requiring individualised behaviour intervention
- School Psychologist referrals continue to support students and families



Good Standing Reward Day December 2020

Suspension data

Year	Suspensions	Students	Total Number of Days
2017	13	11	31.5
2018	43	20	52
2019	97	29	105
2020	64	20	89

Suspension data has stabilised as programs aimed to cater to complex students are put in place. The formation of the Tier 2 PBS team has assisted in supporting specific strategies to assist those targeted students to meet individualised goals and achieve the level of active learning, respect and responsibility aimed for at Waggrakine.

Positive incentives remain a focus to ensure those students who display our expectations on a regular basis are acknowledged and encouraged for displaying our expectations with Good Standing rewards continued with great success in 2020.

Quality Teaching and School Leadership

Strategies

Target: 100% of staff access Performance Development each semester

To achieve quality teaching and school leadership in 2020:

- All staff to be trained in Teachwell (evidence based explicit teaching practises)
- 100% of staff participated in ongoing Performance Management aligned to the Australian Teaching and School Leadership (AITSL) Standards
- Staff were provided professional learning linked to school priority areas; Students at Education Risk (SAER), Special Education Needs (SEN), Positive Behaviour Support (PBS), student and staff wellbeing, literacy and numeracy
- Teachers participated in reflective practices; such as video and peer observations each semester to establish their goals and work towards bettering their practices
- Graduate teachers were provided induction, professional learning and mentoring
- Staff were encouraged to seek leadership opportunities by leading curriculum and priority area committees, and delivering professional learning
- Staff were actively involved in one or more committees within the school: Mathematics, English, Positive Behaviour Support (PBS), Health and Well-Being, Students at Educational Risk and Aboriginal Education

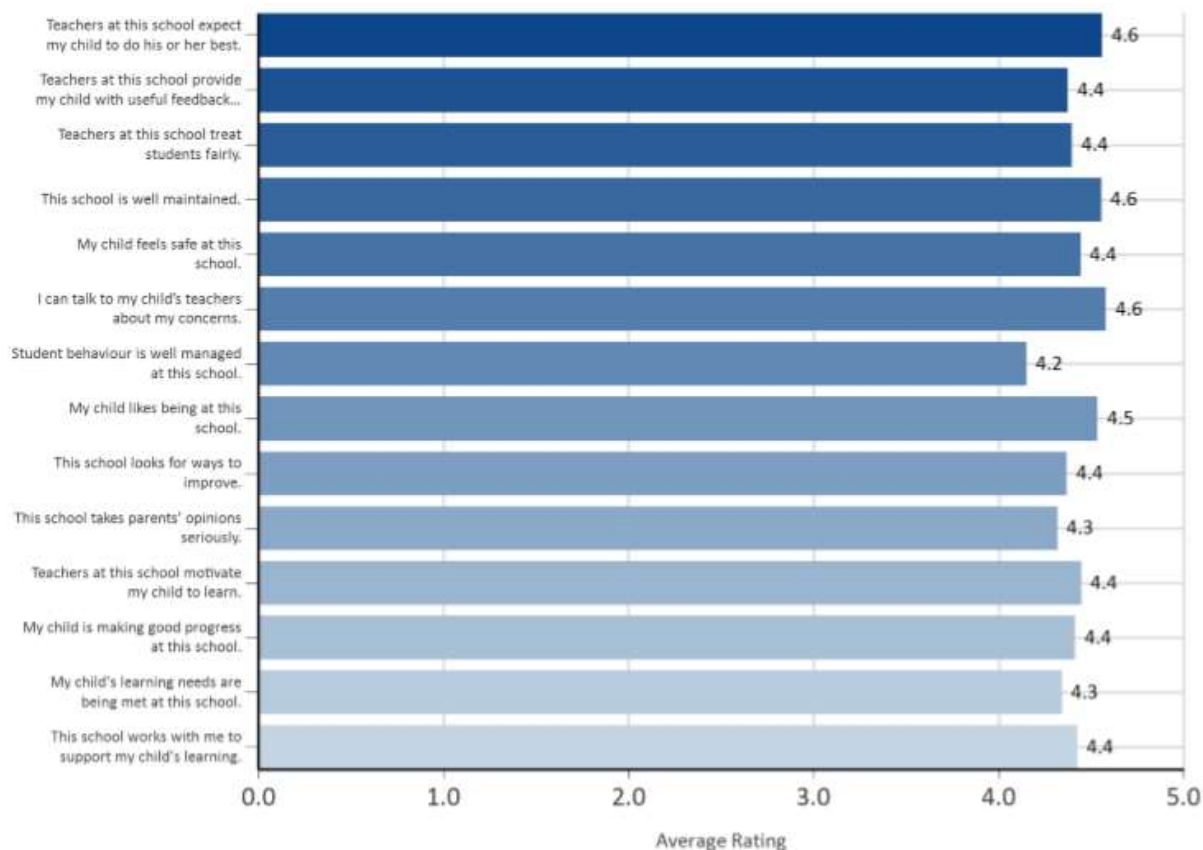


Community Engagement

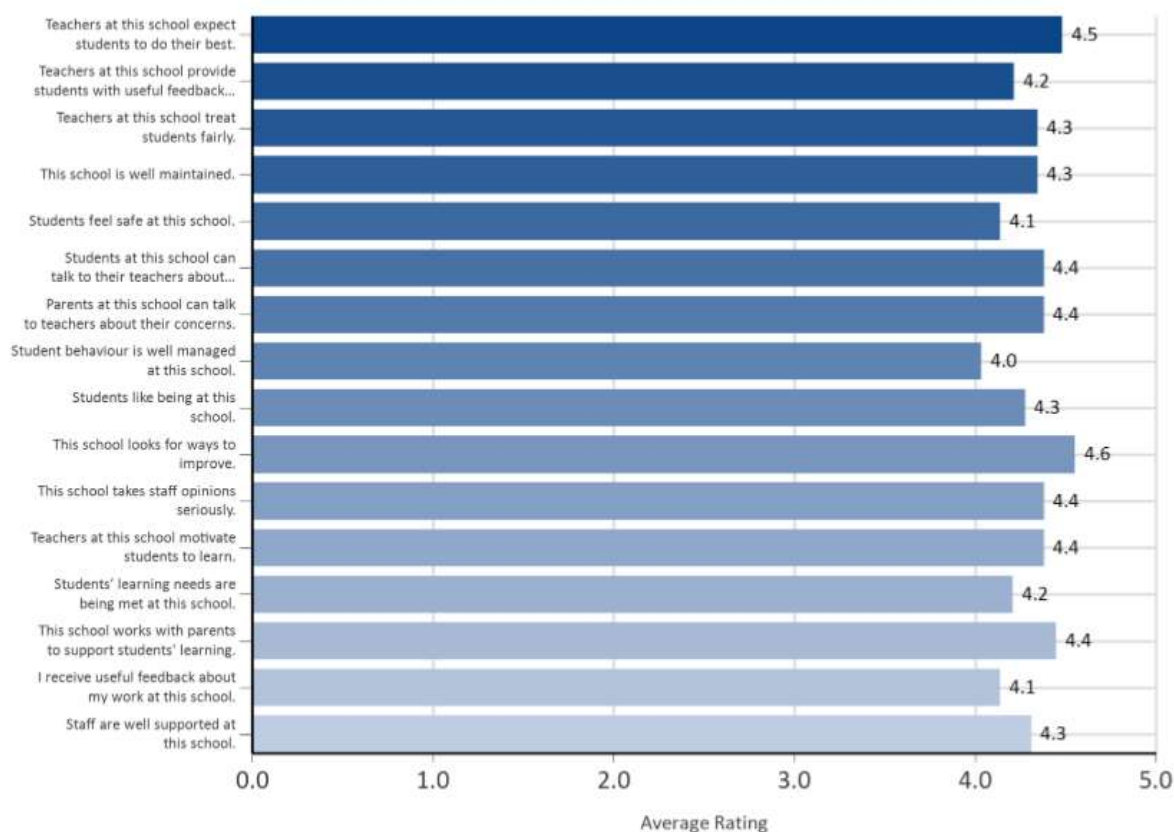
We Met our School Survey Targets

- **Target:** Community surveys show 80% or above satisfaction annually
- **Target:** Staff surveys show 80% or above satisfaction annually
- **Target:** Student surveys show 80% or above satisfaction annually

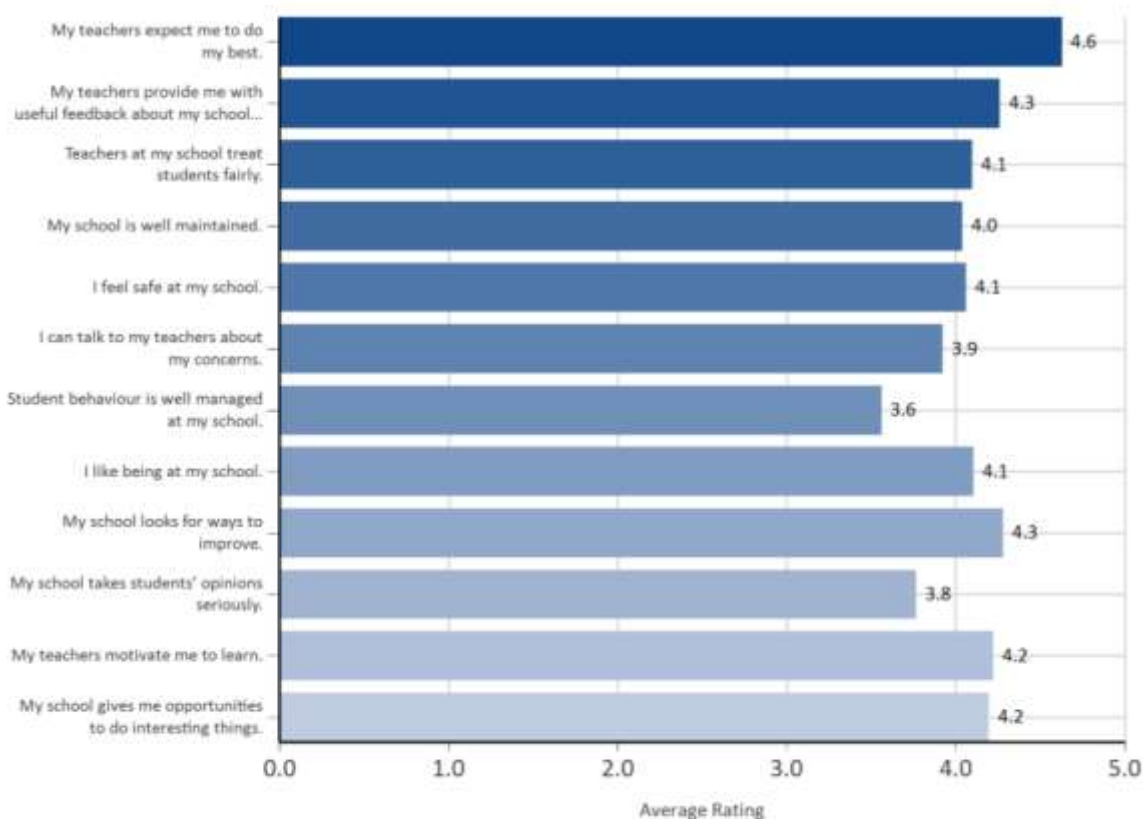
Parent Survey 2019 (no surveys were carried out in 2020)



Staff Survey 2019 (no surveys were carried out in 2020)



Student Survey 2019 (no surveys were carried out in 2020)



Strategies

- Target: Increased community engagement in educational processes annually.

Developing Community Partnerships

The following processes and strategies assisted to support student growth:

- Partnerships with our parents including two successful and very positive open nights
- School Board and ongoing active P&C contributions
- Waggrakine Early Intervention Program (speech and OT school based support) is run with the support of Child Development Services
- Partnerships with the School of Special Education Needs: Disability to provide support for all whole of school strategies and individual students
- Partnerships with the School of Special Education Needs: Behaviour and Engagement to provide support for all whole of school strategies and individual students, including the implementation of Positive Behaviour Support to cater to all students in the school in Tiers 1, 2 and 3
- Maintained active membership of all the Geraldton Network focus areas (Literacy, Students at Risk, Mathematics, Learning Support)

We continued strong partnerships with:

- Child Development Services
- Helping Minds and Ngala Strong Families
- Child Adolescent and Mental Health Services (CAMHS)
- Geraldton Regional Aboriginal Medical Services (GRAMS)
- Irra Wangga Language Centre
- Other agencies who support the care and mental health of children
- Continued involvement in the Federal Chaplaincy Program with new funding granted in late 2019 for 2020.

