



SOUTH PADBURY
PRIMARY SCHOOL
Pursuit of Knowledge and Friendship

South Padbury Primary School Annual Report 2018



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PRIMARY SCHOOL
Pursuit of Knowledge and Friendship

Introduction

This report provides parents, the Regional Executive Director, the Assistant Regional Executive Director and other community members with information about South Padbury Primary School's activities and performance over the past year.

This report is a requirement of all Western Australian Department of Education schools and contains essential information in response to the National Reporting Requirements.

To gain maximum benefit from this School Report it should be considered in conjunction with other information such as student written reports, parent/teacher interviews, newsletters and the Federal Government *My Schools* website information.

School Vision

The vision for South Padbury Primary School (SPPS) is to build a learning community where students, parents and teachers work together to develop partnerships and foster life-long learning.

As a learning community we aim to develop the whole child through the provision of quality learning experiences providing the opportunity for every student to become a positive, contributing member of the community.

It is our belief that it is the quality of the teaching and learning programs, relationships and learning environment that maximise student learning. We believe in collaborative teamwork and evidence based planning.

The school promotes a learning environment that encourages the development of self- discipline and where all members of the school community are responsible, respectful, safe and strive for excellence.

The school values and encourages the positive contribution of parents/caregivers and views parents/caregivers as partners in their child's education and development.

Objectives

1. Establish ambitious targets and set high expectations, academic and non-academic, for our students.
2. Engage all staff in a systematic, continuous and comprehensive self-assessment process related to student achievement and school operations.
3. Deliver high quality learning and teaching programs with pedagogical practices aligned to the *Australian Curriculum's* learning, teaching and assessment principles.
4. Expand the quality of teaching through utilising expert teachers to operate collaboratively sharing their skills and understandings.
5. Maintain a learning environment that is safe, caring and inclusive.
6. Target resources, through school improvement planning, to maximise student achievement.

7. Continue to build strong internal and external relationships including positive interactions between the school and its immediate and wider community.

Our objectives are aligned to the directions set by the *Plan for Public Schools 2012-2018*, the objectives and key elements of the *Classroom First* strategy and the priorities within *Focus 2018 – Directions for Schools* and based on strong school leadership, whole of school consistent approaches and the effective use of data sets.

School Community Partnership

The school actively promotes and encourages parent participation. Parents/caregivers are actively involved in;

- School Board
- P&C Committee
- Canteen
- Safety house
- Sport
- Extracurricular activities
- Incursions/excursions

The school has also developed strong relationships with local businesses in the area including;

- Jellybeans After School Care – G8 Education
- Keyed Up Music
- Vincent's Martial Arts
- Padbury IGA
- Padbury Pharmacy
- Big Point Tennis Academy
- L7 Health and Fitness
- Higgins Formworks

The School Curriculum

During the 2018 academic year we structured the school's curriculum based on the 8 learning areas of the *Western Australian Curriculum*.

Western Australian Curriculum

- English
- Mathematics
- Science
- Humanities and Social Science
- Health and Physical Education
- Technologies
- The Arts
- Indonesian

50% of each school day is devoted to English and Mathematics.

Opportunities for Students at SPPS

Challenge Programs

- PEAC (Primary Extension and Challenge)
- EYE (Early Years Extension)
- In class extension programs
- Rockets extension program
- ICT based research projects
- Junior Primary Jets Program
- Nature revegetation program – Years 5 and 6
- Science – sponsored by Woodside

Sporting

- Interschool Athletics Carnival
- Faction Athletics Carnival
- Interschool Winter Sports
- In Term Swimming Classes
- Interschool Cross Country
- Swimming Carnival
- Monday, Wednesday and Friday morning boot camp
- Thursday morning tennis lessons

Music & Drama

- Instrumental Music Instruction
- SPPS Choir
- Whole school singing
- Recorder ensemble
- Ukulele club

School and Context

During the 2018 academic year SPPS had a student enrolment of 375 students from Kindergarten to Year 6. The school motto is 'Pursuing Knowledge and Friendship' which extends to parents and carers and reflects our students' positive attitudes to learning. The school has a strong and positive reputation that is evidenced by an unprecedented demand for out of boundary enrolments.

Parents are highly visible in the school organising, in consultation with the administration, numerous activities for the students which enrich the learning experiences for our students.

Play areas are extensive with grounds being very well maintained and all structured play equipment now being under industrial shade covers. All areas of the school are fully air-conditioned with both evaporative and split level systems throughout the school. The school is well resourced and has a fully automated resource centre. All classrooms are fitted with interactive electronic whiteboards or Pro-Wise devices. 2018 saw the undercover structure being renovated and extended to accommodate our ever growing cohort of students.

Thanks to collaboration with the school's P&C body, the school has full class sets of iPads (335 in total), storage units for these devices and every area of the school has complete Wi-Fi coverage. Our school's ICT resources and infrastructure meet our ambition to deliver *21st Learning* principles to all of our students. Our long term goal is to become a paper free work and learning environment. Communication is an area that has improved throughout the 2018 academic year. All newsletter publications are now online, we have a website that is constantly updated, and we have an app that is utilised extensively to ensure that information to all of our stakeholders is constant and current.

SPPS benefits from extensive experience amongst our teaching and non-teaching staff. All teachers meet the professional requirements to teach in Western Australian schools and are registered with the Teachers' Registration Board of Western Australia.

Our staff is highly skilled and has become extremely collaborative in all areas within our Phase of Learning Teams and Duncraig Network of School's year level groups. This has enabled the continuation of well-established programs that were designed in 2016/2017 and implemented in 2018. The academic programs developed and implemented by teachers at SPPS ensured improved academic achievements in 2018, as demonstrated by the data collected, analysed and reported on in this report. The school's Music Program is headed by Mrs Kylie Pollard, an experienced and accomplished educator. The program boasts an enthusiastic choir, instrumental music and singing at all assemblies and major functions.

The Physical Education Program is headed up by Mrs Sue Wiener and encourages healthy competition amongst factions and between neighbouring schools. 2018 saw South Padbury come 2nd in the Interschool Athletics Carnival and perform with distinction in soccer, football, netball and soft-crosse. During the year each class was responsible for organising and performing at a school assembly providing opportunities for students to speak and present to an audience thus developing confidence and self-esteem. Each assembly is followed by a morning tea allowing parents to interact informally but purposely with both the teacher and the principal, Mr David Knox. Staff support students to reach their full potential through offering a range of learning

As 2018 signifies the beginning on the 3 Year Business Plan 2018-2020, this document will report on our target attainments towards the Business Plan and the 1 year 2018 Operational Plans.

	Below National Average		Above National Average		
Year 5	SPPS Average V	Variance	Year 3	SPPS Average V	Variance
	National Average			National Average	
Reading		22%	Reading		18%
Writing		07%	Writing		01%
Spelling		26%	Spelling		18%
Grammar & Punctuation		18%	Grammar & Punctuation		28%
Numeracy		16%	Numeracy		24%

Below State Average			Above State Average		
Year 5	SPPS Average V State Average	Variance	Year 3	SPPS Average V State Average	Variance
Reading		29%	Reading		29%
Writing		12%	Writing		08%
Spelling		29%	Spelling		25%
Grammar & Punctuation		22%	Grammar & Punctuation		36%
Numeracy		20%	Numeracy		29%

Mean Scores; Australian v Western Australian v South Padbury PS

Year 5	Australian Mean	WA State Mean	School Mean	Year 3	Australian Mean	WA State Mean	School Mean
Reading	509	502	531	Reading	434	423	452
Writing	465	460	472	Writing	407	400	408
Spelling	503	500	529	Spelling	418	411	436
Grammar & Punctuation	504	500	522	Grammar & Punctuation	432	424	460
Numeracy	494	490	510	Numeracy	408	403	432

Attainment of National Minimum Standard

Year 5	Attainment	Year 3	Attainment
Reading	96%	Reading	96%
Writing	96%	Writing	96%
Spelling	100%	Spelling	94%
Grammar & Punctuation	98%	Grammar & Punctuation	100%
Numeracy	96%	Numeracy	98%

Attainment of 2018 Operational Plan Targets

English

Year 3 Reading	Achieved	Variance
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Maintain at 20% or above students attaining band 6 to 10 level of achievement.		12%
Maintain at 30% or above students attaining band 5 and above level of achievement.		30%
Increase to 75% students attaining band 4 and above level of achievement.		08%
Decrease to less than 10% students attaining band 2 and below level of achievement		00%
Year 3 Writing		
Increase to 20% students attaining band 6 to 10 level of achievement.		07%
Increase to 60% or above students attaining band 5 and above level of achievement.		13%
Maintain at 80% or above students attaining band 4 and above level of achievement.		12%
Decrease to less than 5% students attaining band 2 and below level of achievement		05%
Year 3 Spelling		
Maintain at 20% or above students attaining band 6 to 10 level of achievement.		14%
Maintain at 30% or above students attaining band 5 level of achievement.		32%
Increase to 80% students attaining band 4 and above level of achievement.		03%
Decrease to less than 10% students attaining band 2 and below level of achievement.		00%
Year 3 Grammar and Punctuation		
Maintain at 20% or above students attaining band 6 to 10 level of achievement.		22%
Maintain at 35% or above students attaining band 5 level of achievement.		20%
Increase to 80% students attaining band 4 and above level of achievement.		05%
Decrease to less than 10% students attaining band 2 and below level of achievement.		01%
Year 3 English Operational Target Attainment Rate	75%	
Year 5 Reading		
Increase to 16% students attaining band 8 to 10 level of achievement.		11%
Maintain at 30% or above students attaining band 7 level of achievement.		14%
Increase to 70% students attaining band 6 and above level of achievement.		05%
Decrease to less than 12% students attaining band 4 and below level of achievement.		06%
Year 5 Writing		
Increase to 5% students attaining band 8 to 10 level of achievement.		03%
Increase to 12% students attaining band 7 level of achievement.		06%
Increase to 48% students attaining band 6 and above level of achievement.		00%

Decrease to less than 10% students attaining band 4 and below level of achievement.		00%
Year 5 Spelling		
Increase to 15% students attaining band 8 to 10 level of achievement.		04%
Increase to 30% students attaining band 7 level of achievement.		01%
Increase to 48% students attaining band 6 and above level of achievement.		31%
Maintain at less than 5% students attaining band 4 and below level of achievement.		05%
Year 5 Grammar and Punctuation		
Maintain at 20% or above students attaining band 8 to 10 level of achievement.		03%
Increase to 10% students attaining band 7 level of achievement.		09%
Increase to 52% students attaining band 6 and above level of achievement.		23%
Decrease to less than 20% students attaining band 4 and below level of achievement.		01%
Year 5 English Operational Target Attainment Rate	81%	

Mathematics

Year 3 Mathematics	Achieved	Variance
5% of Year 3 students attain band 6 or above level of Mathematics student achievement.		27%
32% of Year 3 students attain band 5 or above level of Mathematics student achievement.		26%
51% of Year 3 students attain band 3 or 4 level of Mathematics student achievement.		37%
Less than 10% of Year 3 students attain band 2 level of Mathematics student achievement.		11%
Year 3 Mathematics Operational Target Attainment Rate	75%	
Year 5 Mathematics		
29 % of Year 5 students or more attain band 8 or above level of Mathematics student achievement.		19%
14 % of Year 5 students or more attain band 7 or above level of Mathematics student achievement.		08%
50 % of Year 5 students or more attain band 5 or 6 or above level of Mathematics student achievement.		12%
Less than 7% of Year 5 students attain band 4 or below level of Mathematics student achievement.		01%
Year 5 Mathematics Operational Target Attainment Rate	100%	

Business Plan 2018-2020 Target Attainment

Top 20% of All Australian Schools

Year 5	Target	Attainment	Variance	Year 3	Target	Attainment	Variance
Reading	20%	30%	+10%	Reading	20%	31%	+ 11%
Writing	20%	23%	+03%	Writing	20%	11%	-09%
Spelling	20%	32%	+12%	Spelling	20%	33%	+13%
Grammar & Punctuation	20%	38%	+18%	Grammar & Punctuation	20%	38%	+18%
Numeracy	20%	34%	+14%	Numeracy	20%	27%	+07%

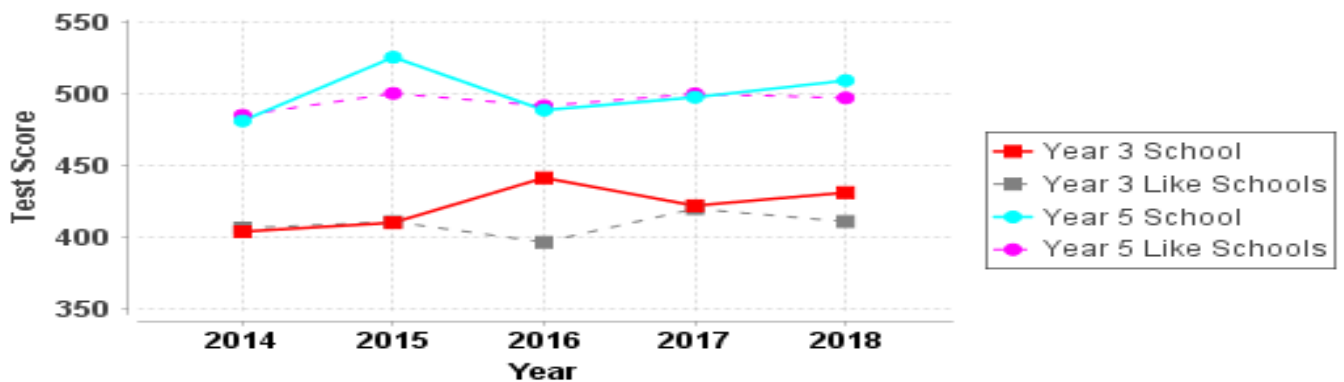
2018 - Business Plan Target Attainment Rate

90%

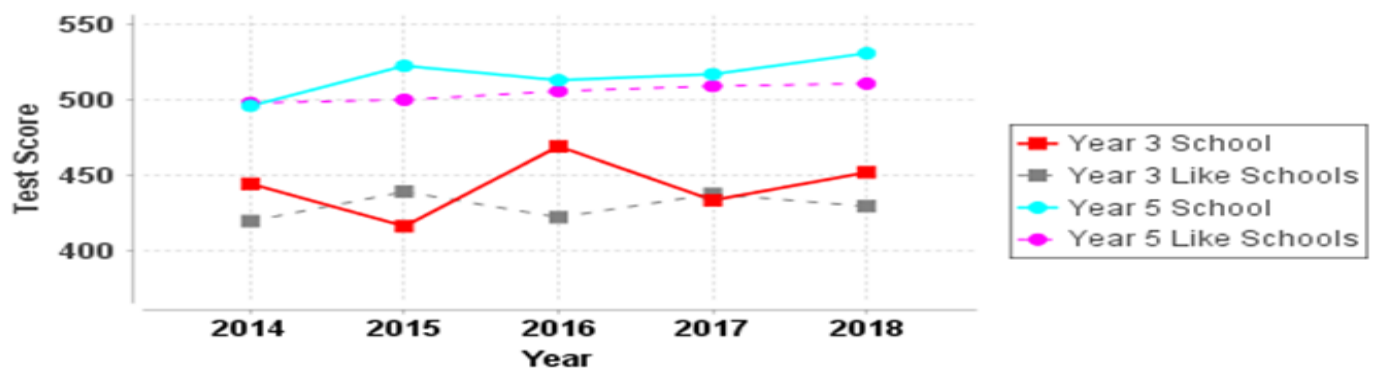
NAPLAN Longitudinal Summary

2014-2018

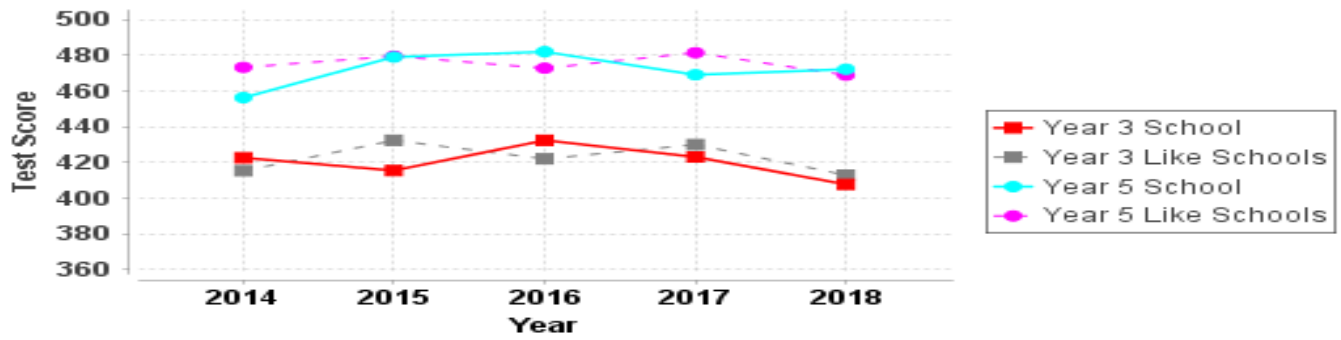
Average Numeracy Score



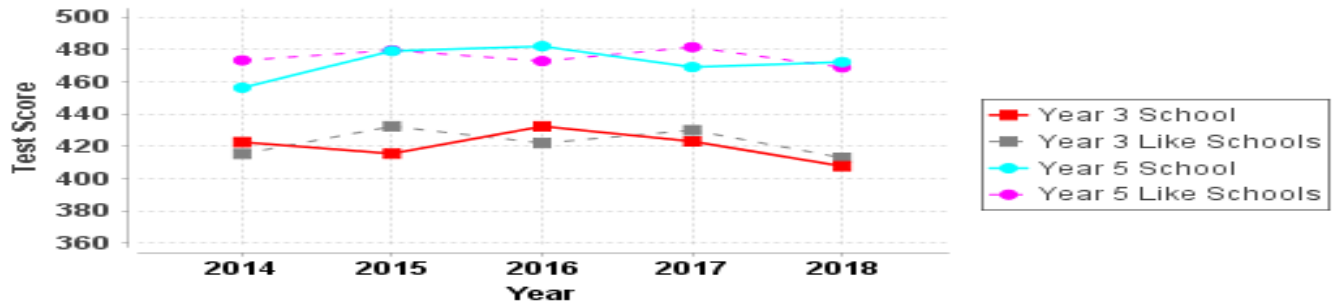
Average Reading Score



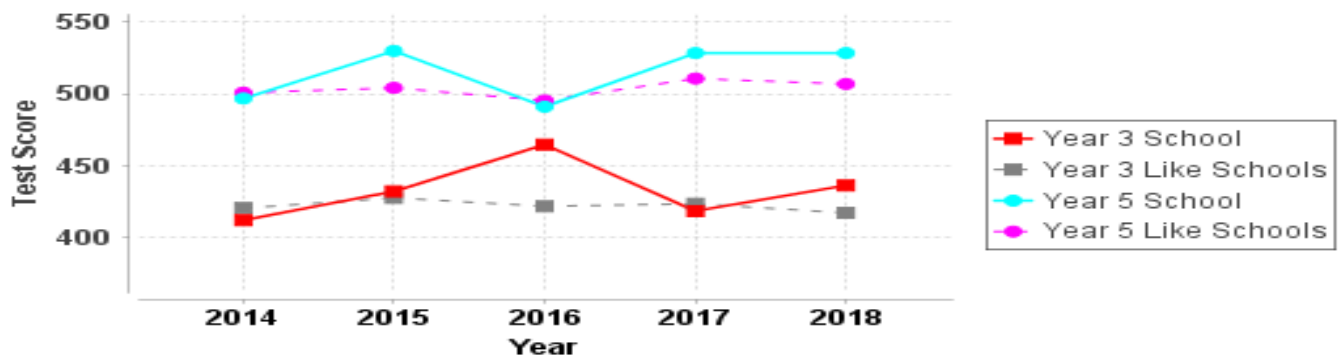
Average Writing Score



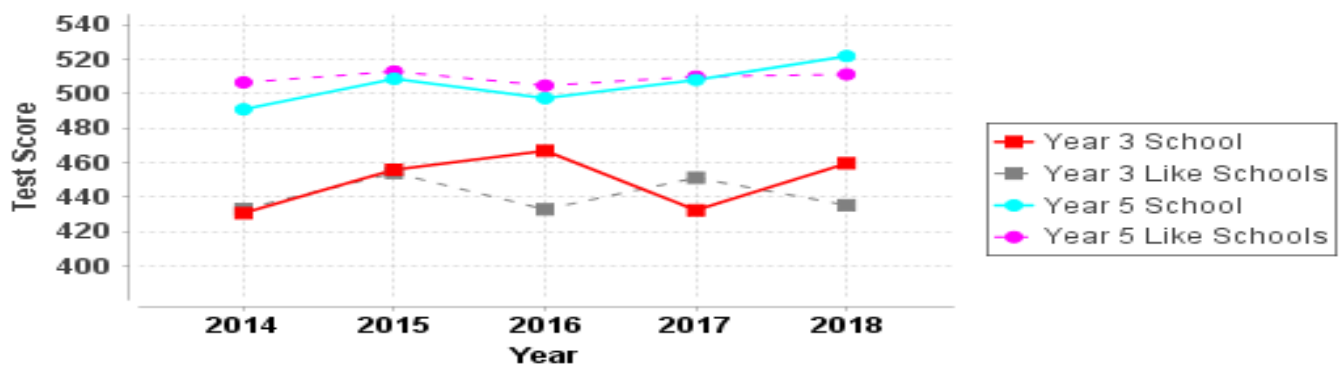
Average Writing Score



Average Spelling Score



Average Grammar & Punctuation Score



Proficiency Band Attainment Levels

Table

1. Year 3 Numeracy
2. Year 3 Reading
3. Year 3 Reading
4. Year 3 Spelling
5. Year 3 Grammar & Punctuation
6. Year 5 Numeracy
7. Year 5 Reading
8. Year 5 Writing
9. Year 5 Spelling
10. Year 5 Grammar & Punctuation

1. Percentage of students in each Proficiency Band

Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	32%	15%	32%	14%	22%	15%	15%	18%	15%
5	426 - 477	27%	28%	26%	19%	24%	31%	18%	18%	24%
4	374 - 425	22%	36%	15%	25%	31%	27%	22%	28%	27%
3	322 - 373	15%	18%	15%	26%	14%	17%	26%	19%	19%
2	270 - 321	5%	3%	9%	13%	7%	9%	14%	13%	13%
1	Up to 269	0%	0%	2%	3%	2%	1%	5%	5%	3%

2. Percentage of students in each Proficiency Band

Band	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	40%	25%	32%	24%	28%	28%	23%	23%	25%
5	426 - 477	33%	32%	28%	26%	26%	25%	22%	20%	23%
4	374 - 425	17%	20%	23%	19%	22%	22%	19%	23%	21%
3	322 - 373	5%	8%	8%	19%	15%	12%	19%	18%	14%
2	270 - 321	5%	10%	6%	8%	6%	8%	12%	9%	10%
1	Up to 269	0%	5%	4%	4%	3%	5%	6%	7%	7%

3. Percentage of students in each Proficiency Band

Band	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	14%	13%	13%	13%	16%	11%	12%	11%	9%
5	426 - 477	45%	46%	34%	38%	43%	40%	34%	34%	34%
4	374 - 425	31%	26%	21%	32%	24%	23%	30%	24%	23%
3	322 - 373	10%	10%	23%	11%	13%	18%	14%	21%	20%
2	270 - 321	0%	5%	6%	3%	2%	5%	6%	6%	7%
1	Up to 269	0%	0%	4%	2%	1%	3%	3%	4%	6%

4. Percentage of students in each Proficiency Band

Band	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	36%	22%	34%	23%	24%	21%	20%	20%	21%
5	426 - 477	36%	35%	28%	27%	26%	24%	25%	23%	23%
4	374 - 425	21%	20%	21%	25%	26%	28%	23%	23%	23%
3	322 - 373	5%	12%	8%	13%	14%	18%	14%	16%	16%
2	270 - 321	2%	5%	2%	9%	8%	6%	12%	12%	9%
1	Up to 269	0%	5%	8%	3%	2%	4%	6%	6%	8%

5. Percentage of students in each Proficiency Band

Band	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	50%	30%	42%	32%	39%	35%	28%	29%	30%
5	426 - 477	14%	35%	13%	18%	27%	15%	17%	24%	16%
4	374 - 425	21%	10%	30%	20%	13%	22%	19%	15%	22%
3	322 - 373	7%	10%	6%	23%	10%	13%	24%	12%	14%
2	270 - 321	5%	10%	9%	4%	6%	10%	6%	10%	11%
1	Up to 269	2%	5%	0%	3%	4%	4%	6%	10%	7%

6. Percentage of students in each Proficiency Band

Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	7%	11%	10%	10%	12%	11%	11%	9%	9%
7	530 - 581	18%	21%	22%	15%	21%	20%	13%	16%	18%

Band	NAPLAN Score Range	School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	16%	30%	23%	16%	20%	19%	16%	17%	17%
7	530 - 581	21%	7%	19%	22%	18%	22%	18%	13%	14%
6	478 - 529	25%	15%	33%	26%	26%	28%	23%	25%	18%
5	426 - 477	28%	22%	6%	21%	15%	17%	22%	16%	17%
4	374 - 425	9%	26%	17%	12%	15%	12%	15%	19%	13%
1 to 3	Up to 373	2%	0%	2%	4%	5%	3%	7%	10%	8%

Over the past 5 years our focus at South Padbury has been on increasing our representation in the upper proficiency bands to be either equal to or greater than our Like School counterparts.

The table 1A. demonstrates the extent of our success in this area as being 80% as compared to 20% in 2013.

It's also important to note that where we were below our Like School counterparts in representation in the upper proficiency bands in Year 5 Numeracy and Year 5 Writing, it was by only 01% in both instances.

Table 1.A Performance in the upper proficiency bands against Like School and WA Public Schools

Tested Learning Area	Bands	Like School %	WA School%
1. Year 3 Numeracy	6 to 10	+17%	+17%
2. Year 3 Reading	6 to 10	+04%	+07%
3. Year 3 Writing	6 to 10	+02%	+04%
4. Year 3 Spelling	6 to 10	+13%	+13%
5. Year 3 Grammar & Punctuation	6 to 10	+07%	+12%
6. Year 5 Numeracy	8 to 10	-01%	+01%
7. Year 5 Reading	8 to 10	+04%	+12%
8. Year 5 Writing	8 to 10	-01%	-02%
9. Year 5 Spelling	8 to 10	+08%	+08%
10. Year 5 Grammar & Punctuation	8 to 10	+04%	+06%

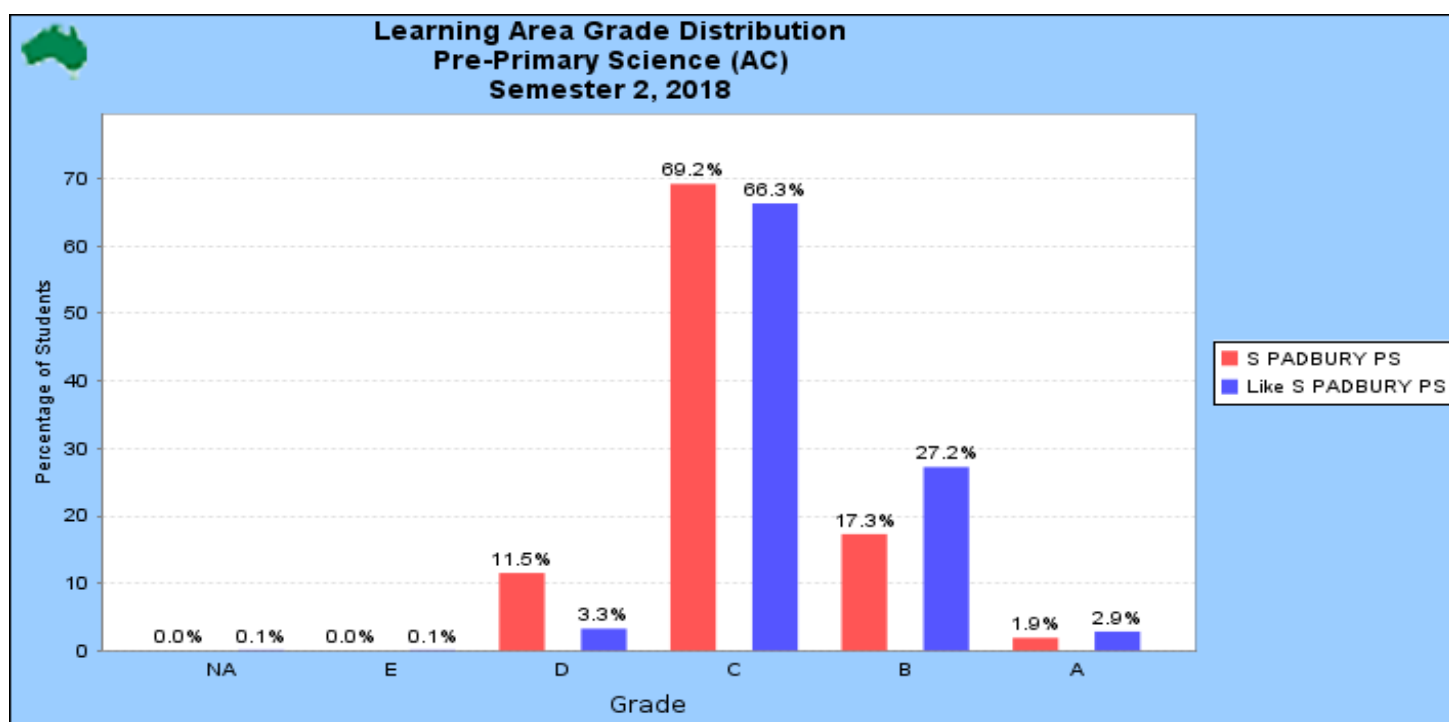
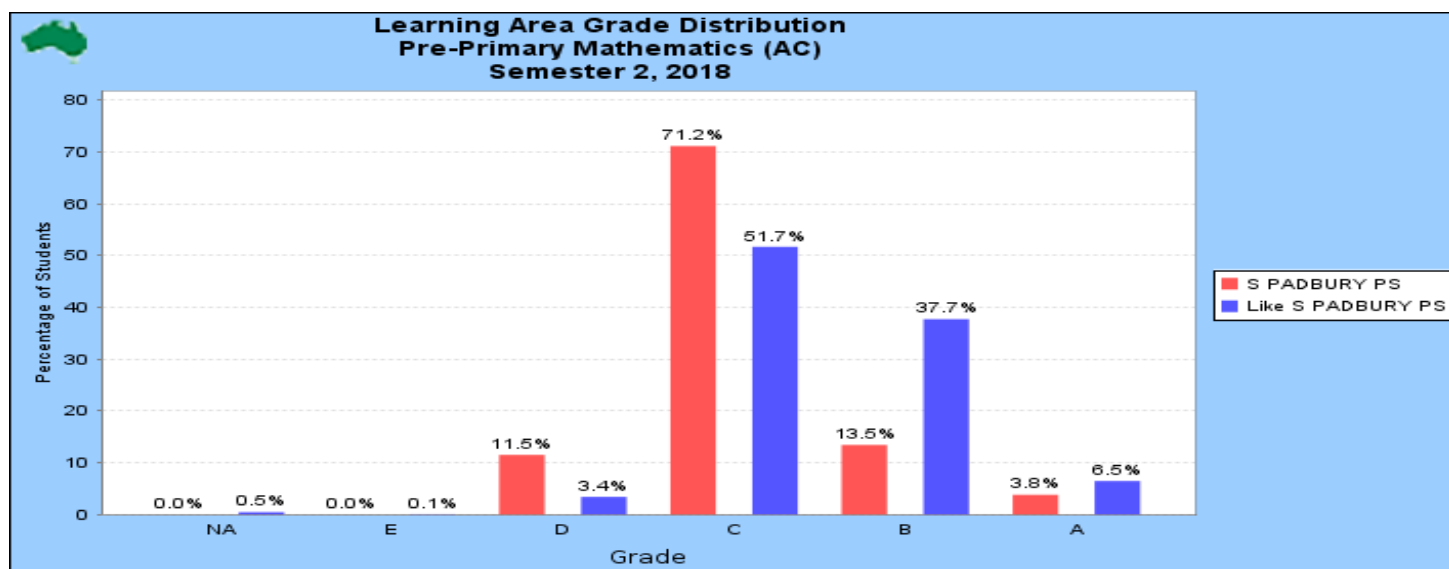
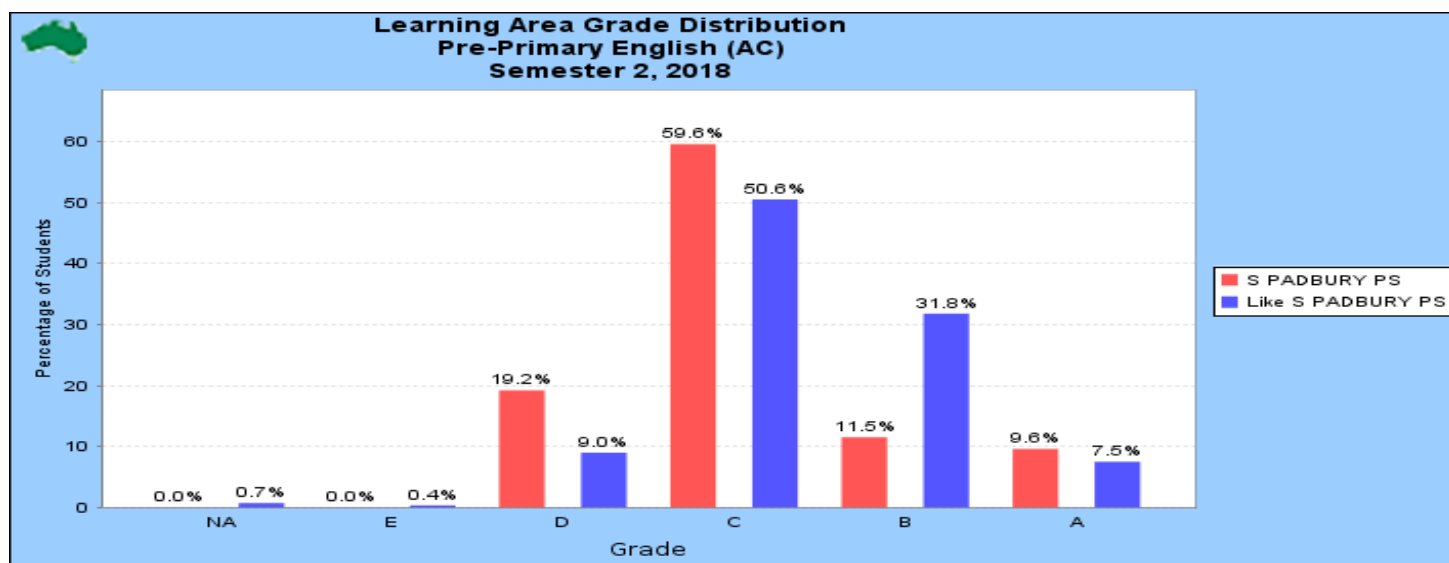
Destination Schools

Duncraig SHS	24
Interstate	1
Overseas	1
Emmanuel Christian Community School	1
Perth Modern School	1
Peter Moyes Anglican Community School	1

With 82.75 % of our students moving on to Duncraig Senior High School, the strong links that we share with the school pay short, medium and long term dividends for all of our stakeholders. Our parents know that the transition to high school is smooth and their children are moving from one safe, secure supportive and engaging learning environment to another.

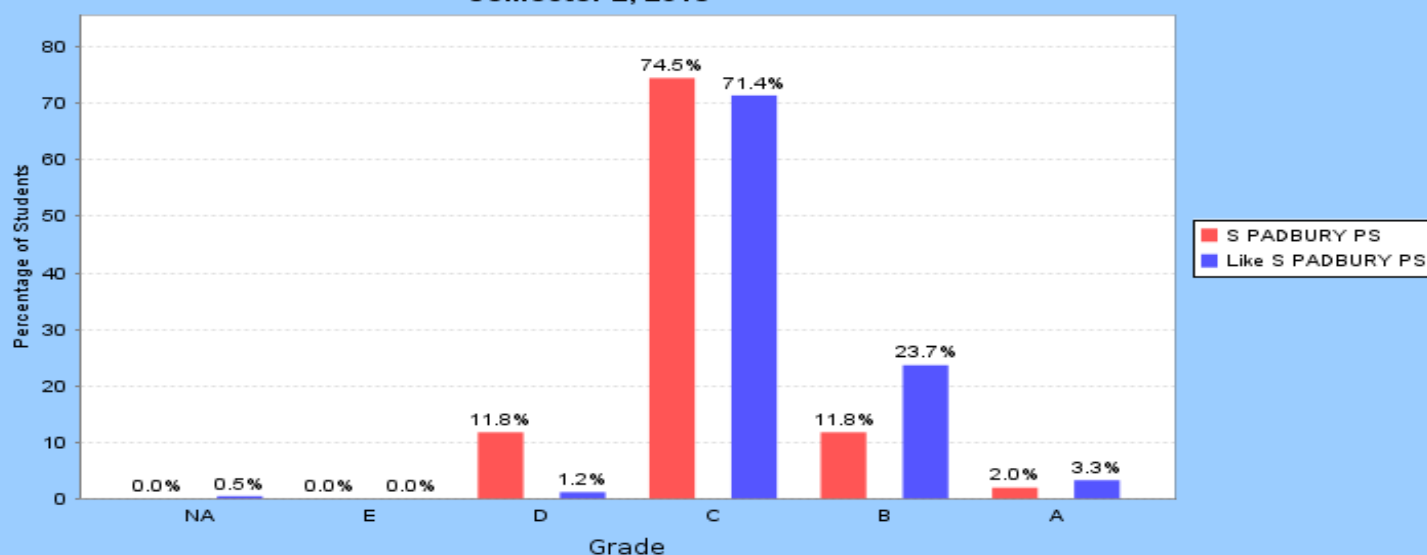
Learning Area Grade Distributions in Comparison to Like Schools

Pre - Primary

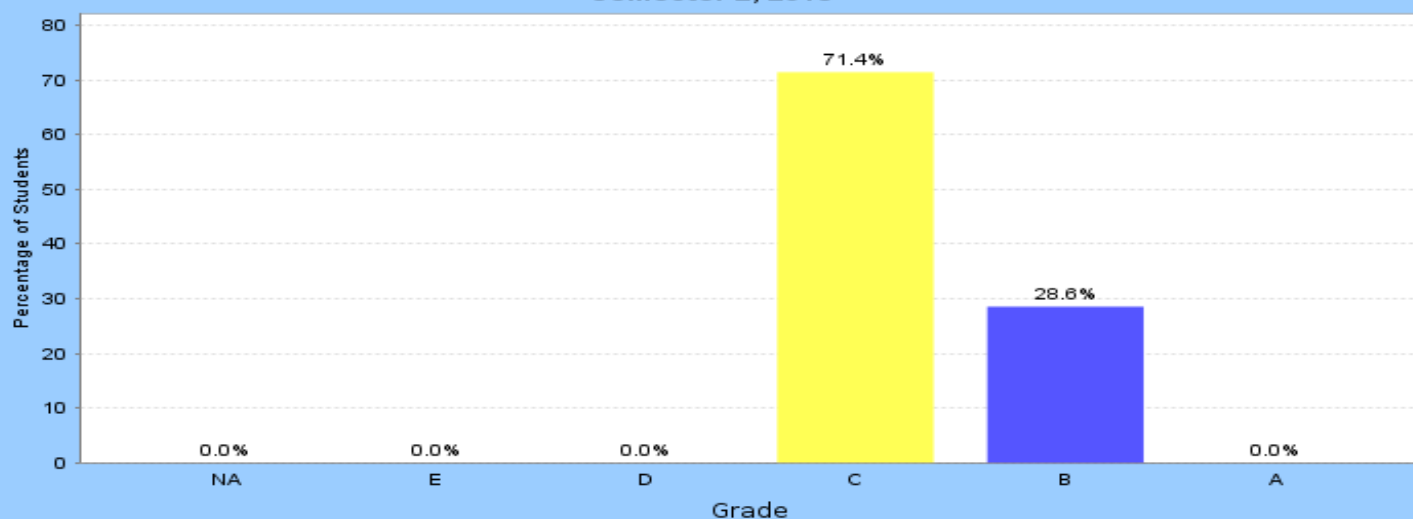




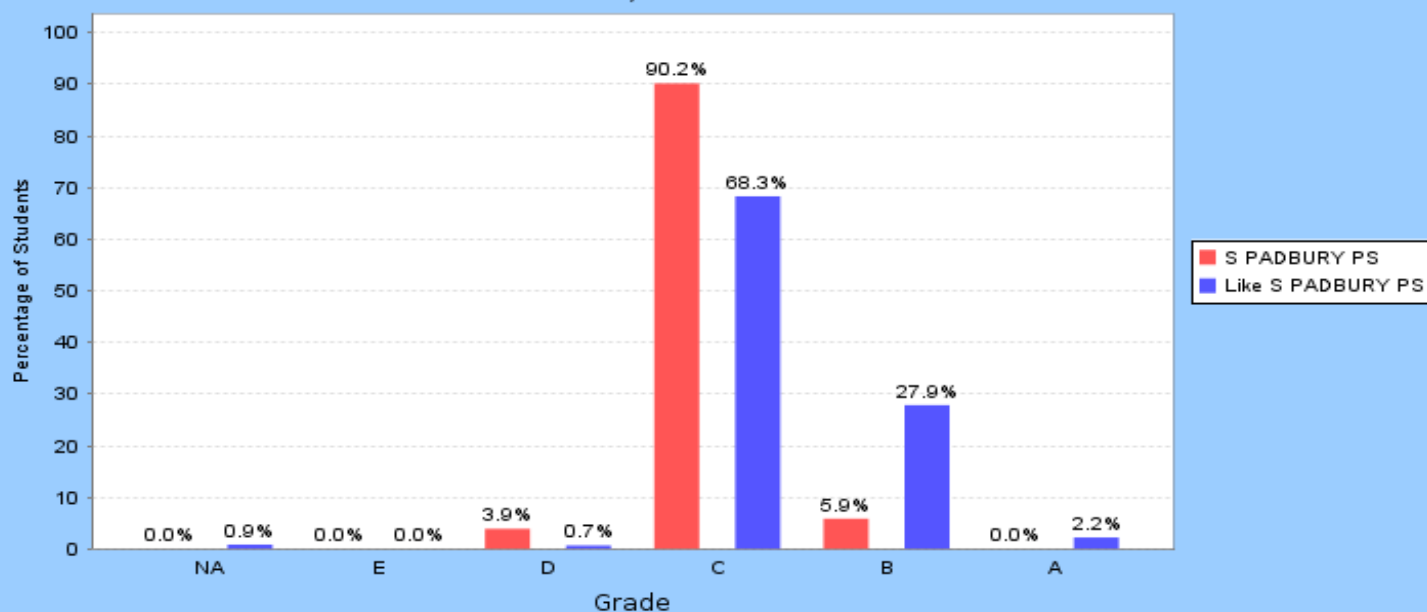
**Learning Area Grade Distribution
Pre-Primary Humanities and Social Sciences (AC)
Semester 2, 2018**

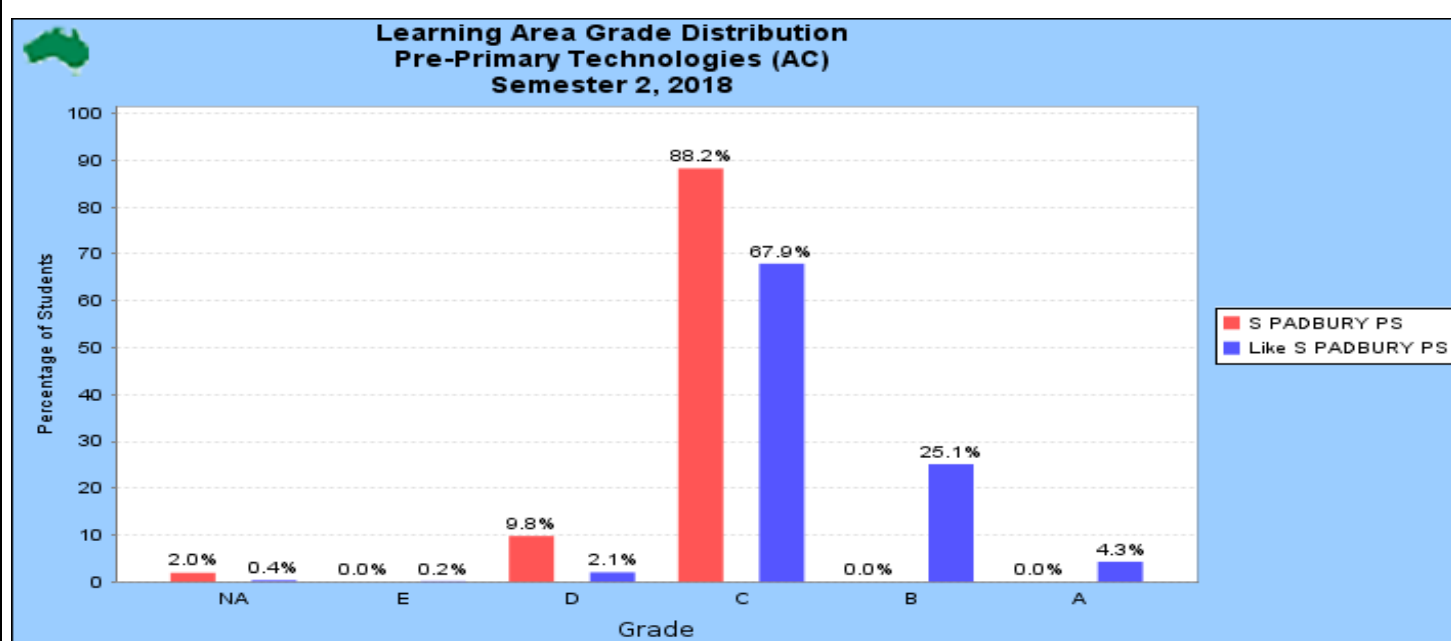
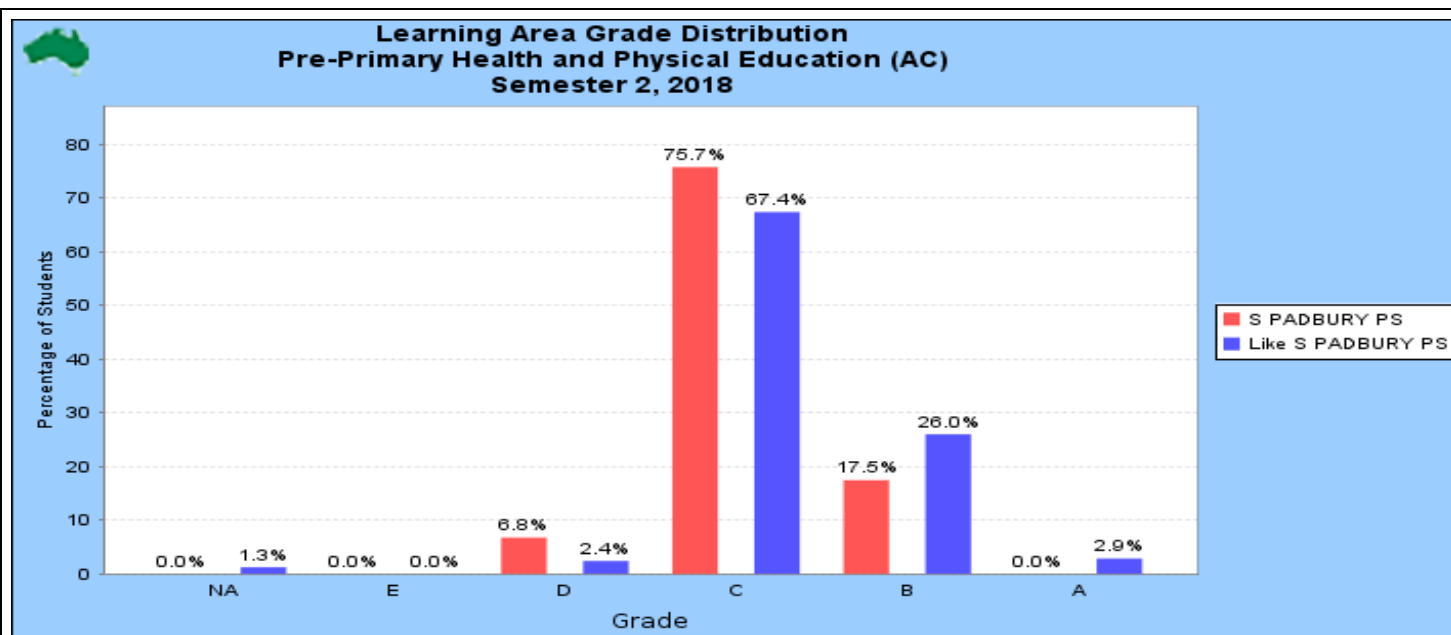


**Like SOUTH PADBURY PRIMARY SCHOOL
Learning Area Grade Distribution
Pre-Primary Languages (AC)
Semester 2, 2018**

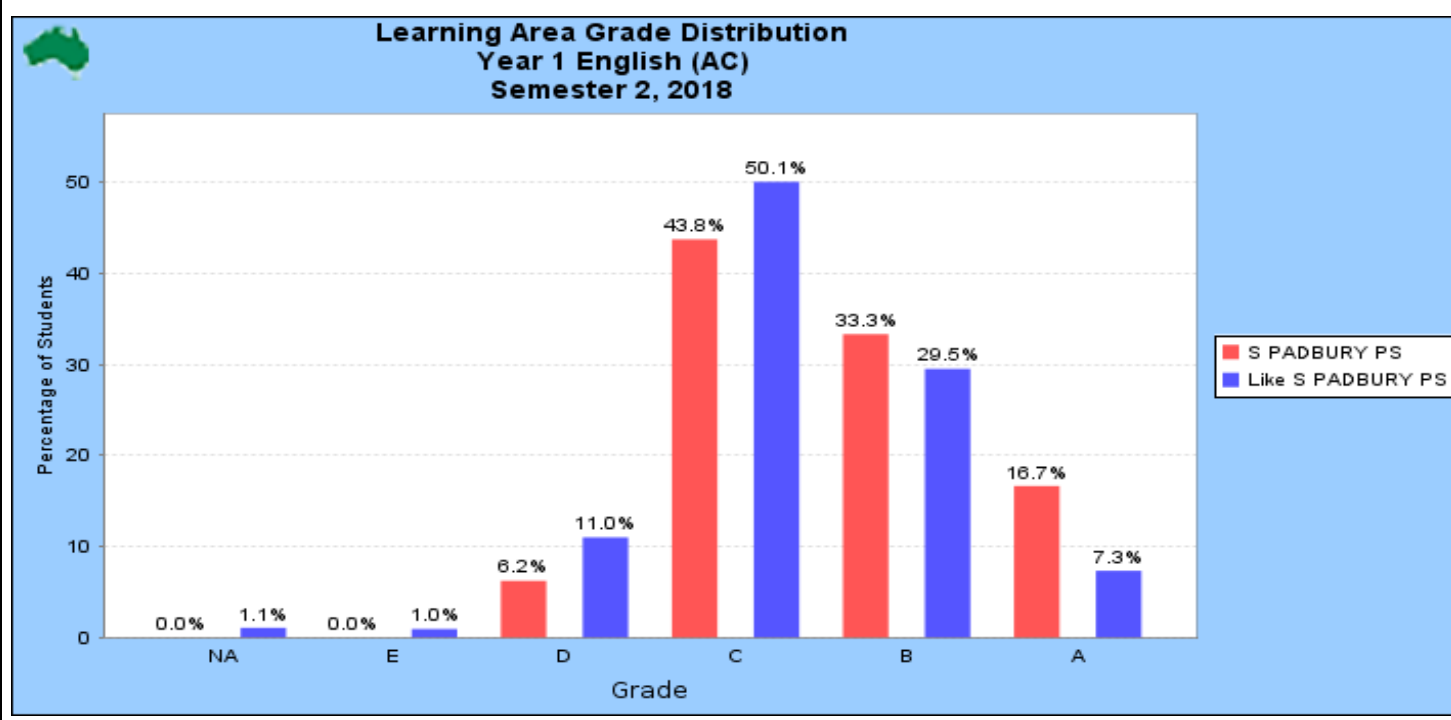


**Learning Area Grade Distribution
Pre-Primary The Arts (AC)
Semester 2, 2018**



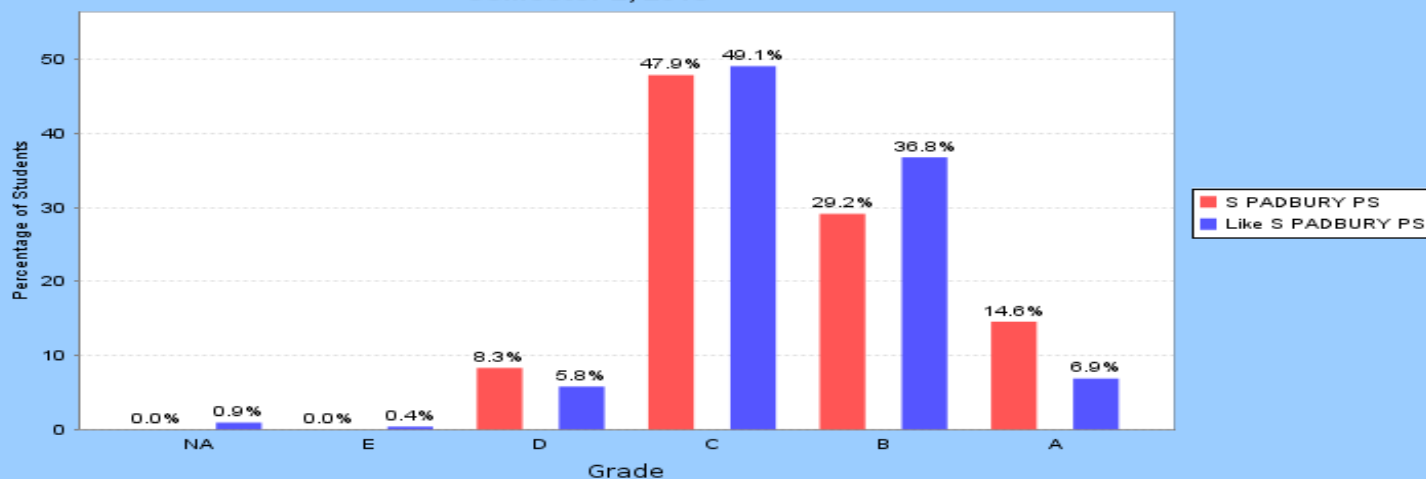


Year 1

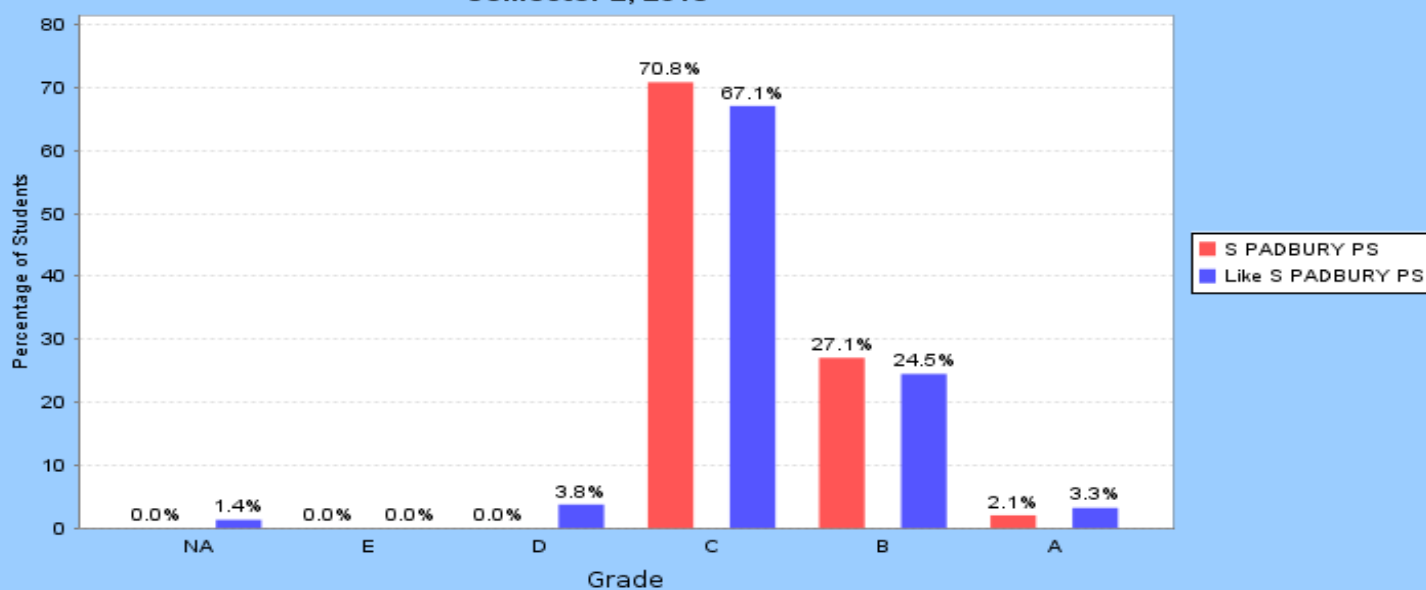




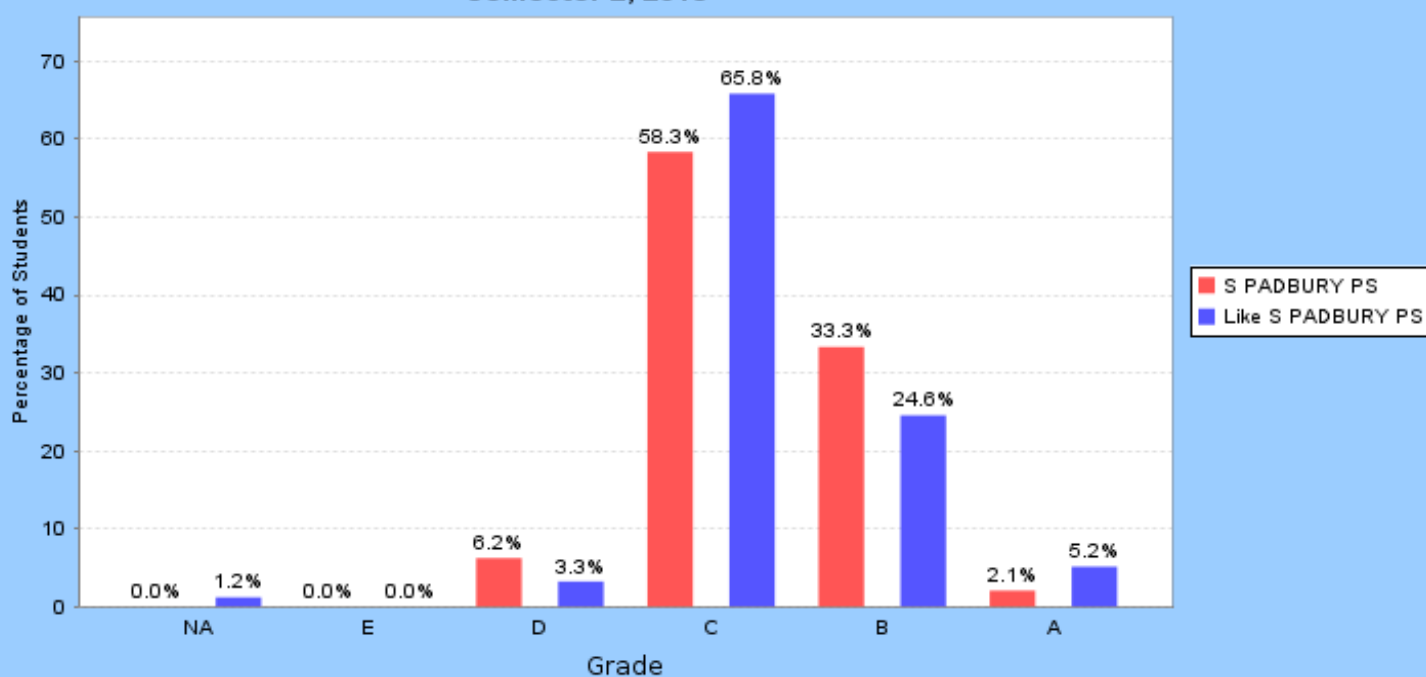
Learning Area Grade Distribution Year 1 Mathematics (AC) Semester 2, 2018



Learning Area Grade Distribution Year 1 Science (AC) Semester 2, 2018

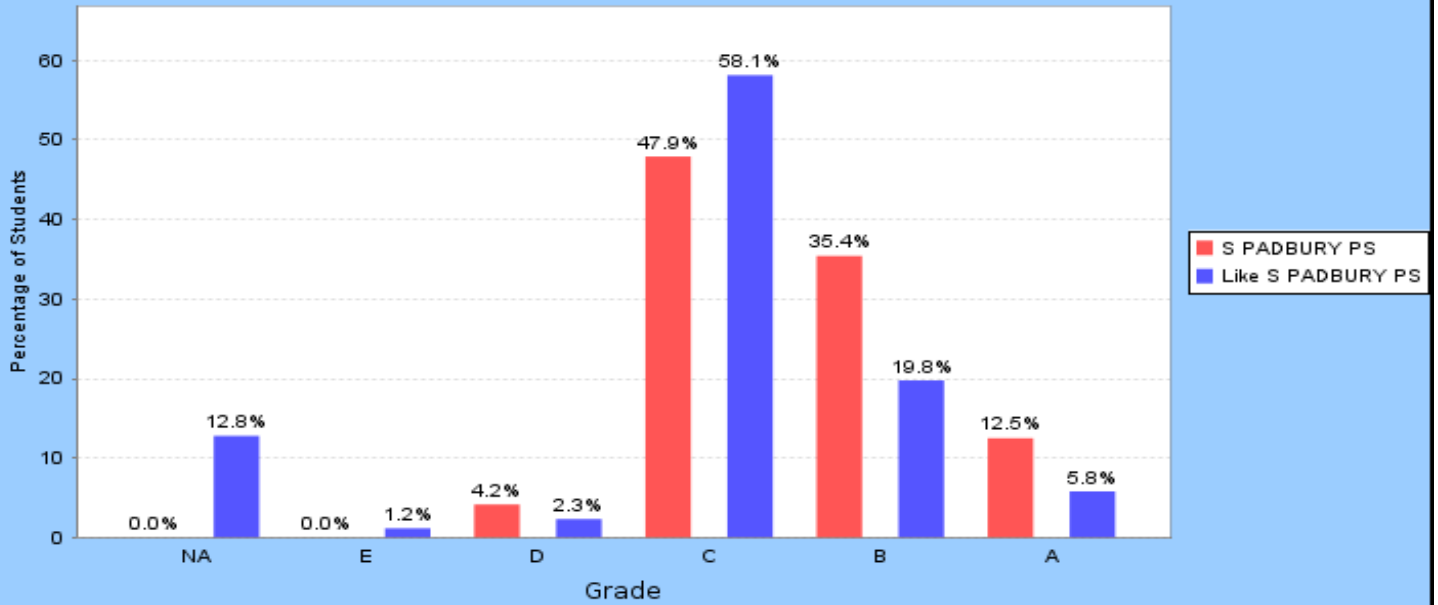


Learning Area Grade Distribution Year 1 Humanities and Social Sciences (AC) Semester 2, 2018

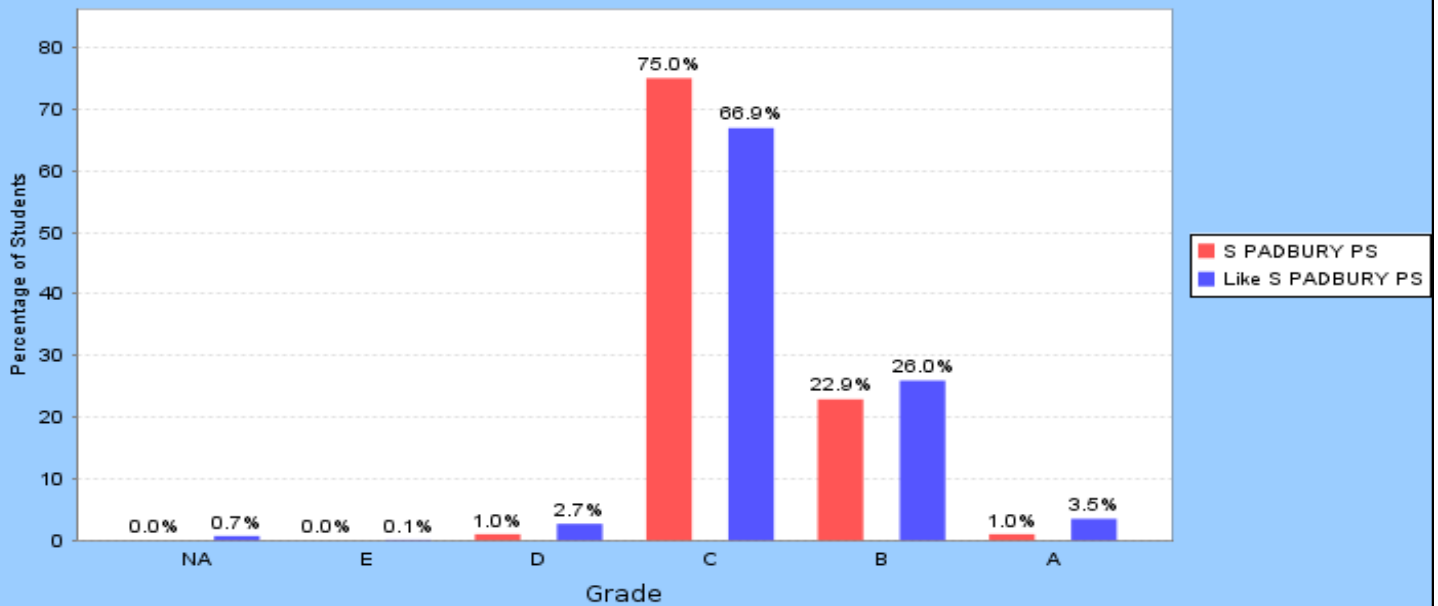




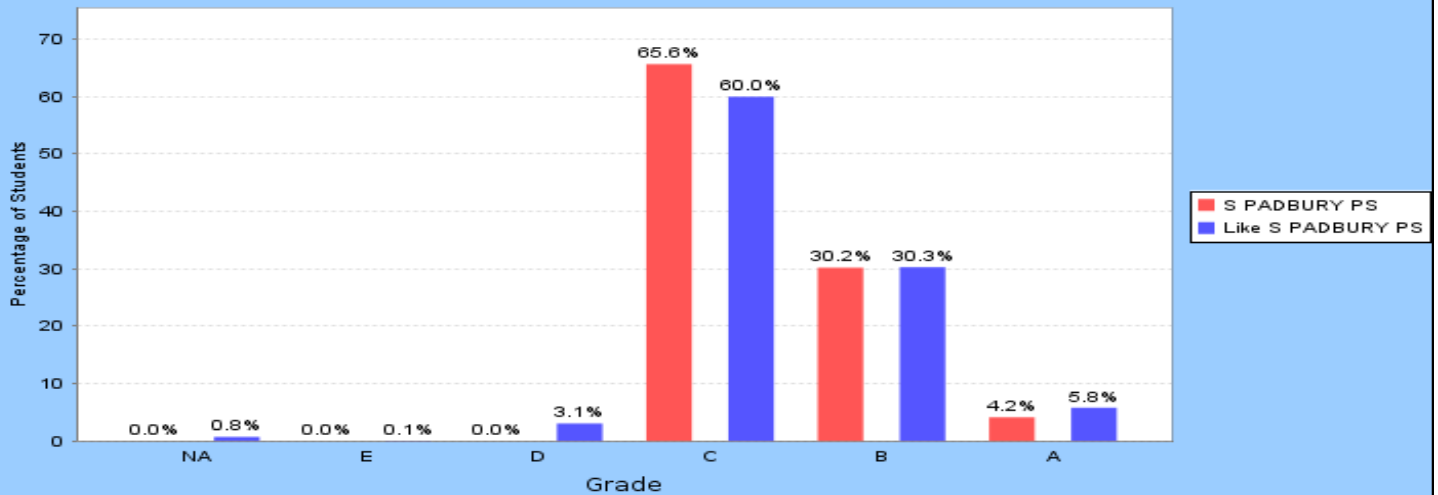
Learning Area Grade Distribution Year 1 Languages (AC) Semester 2, 2018

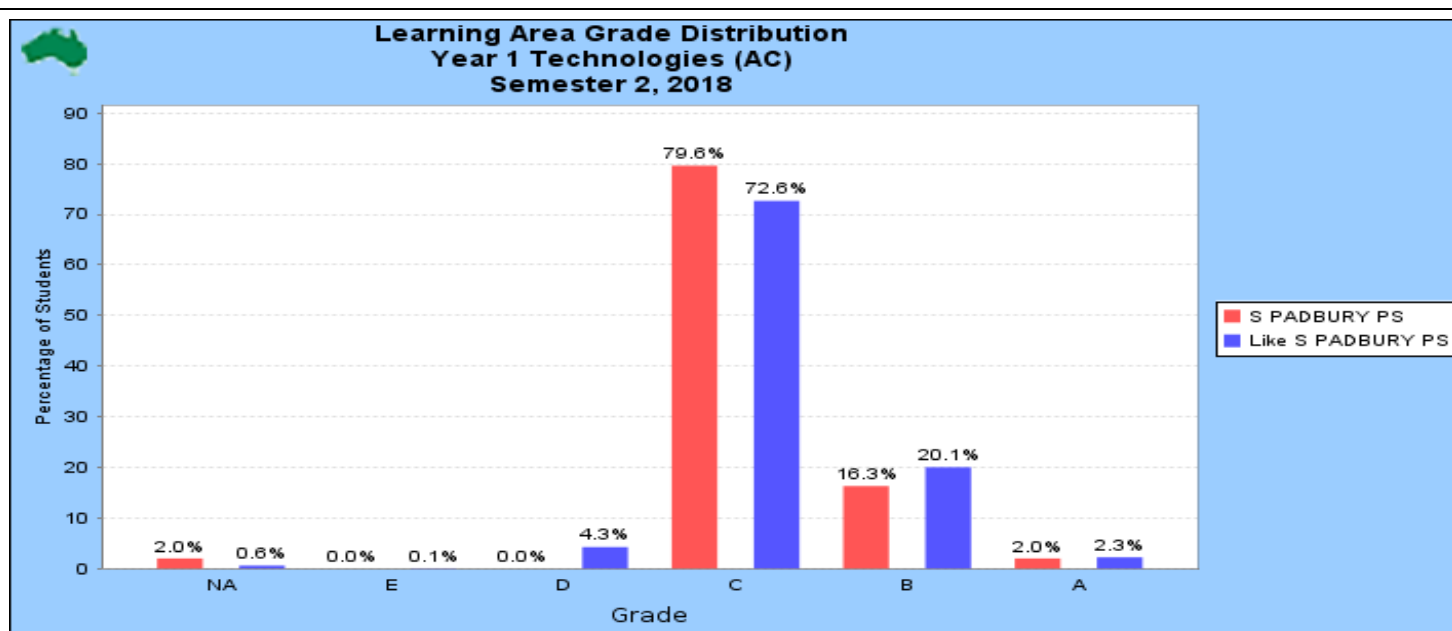


Learning Area Grade Distribution Year 1 The Arts (AC) Semester 2, 2018

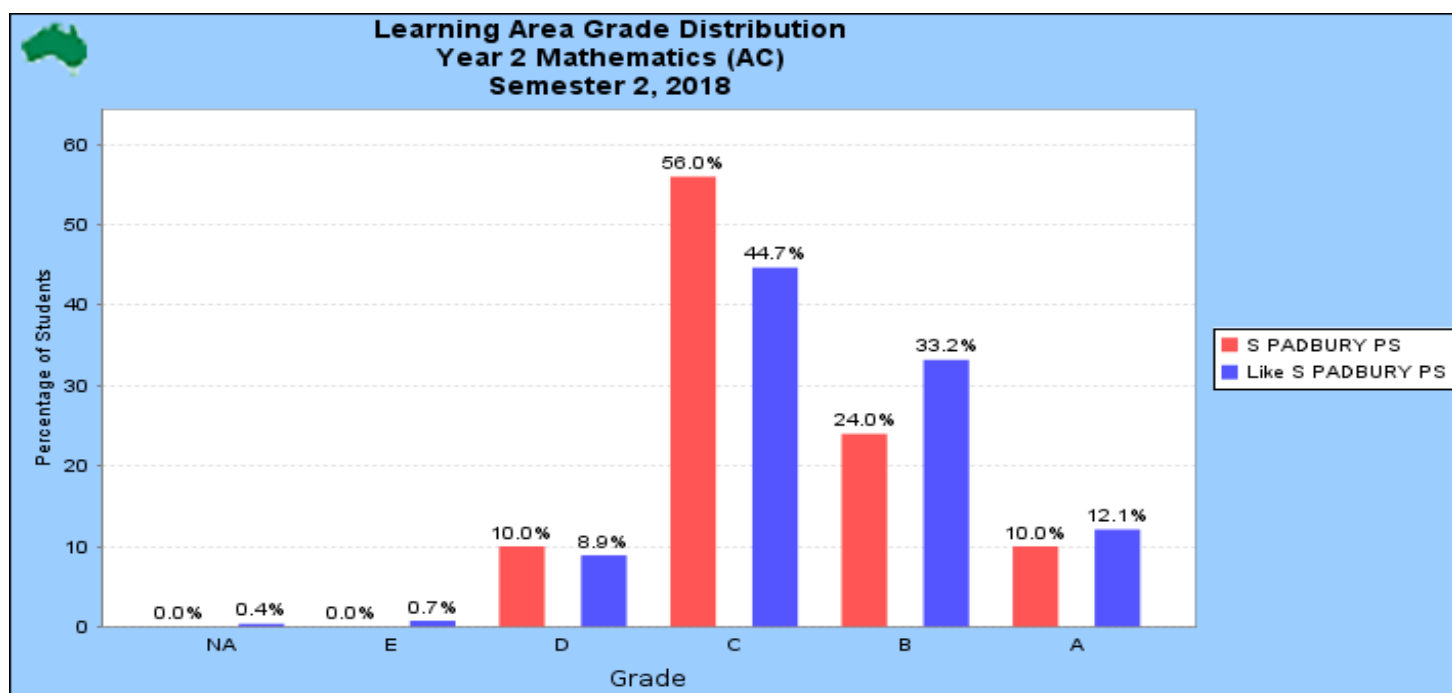
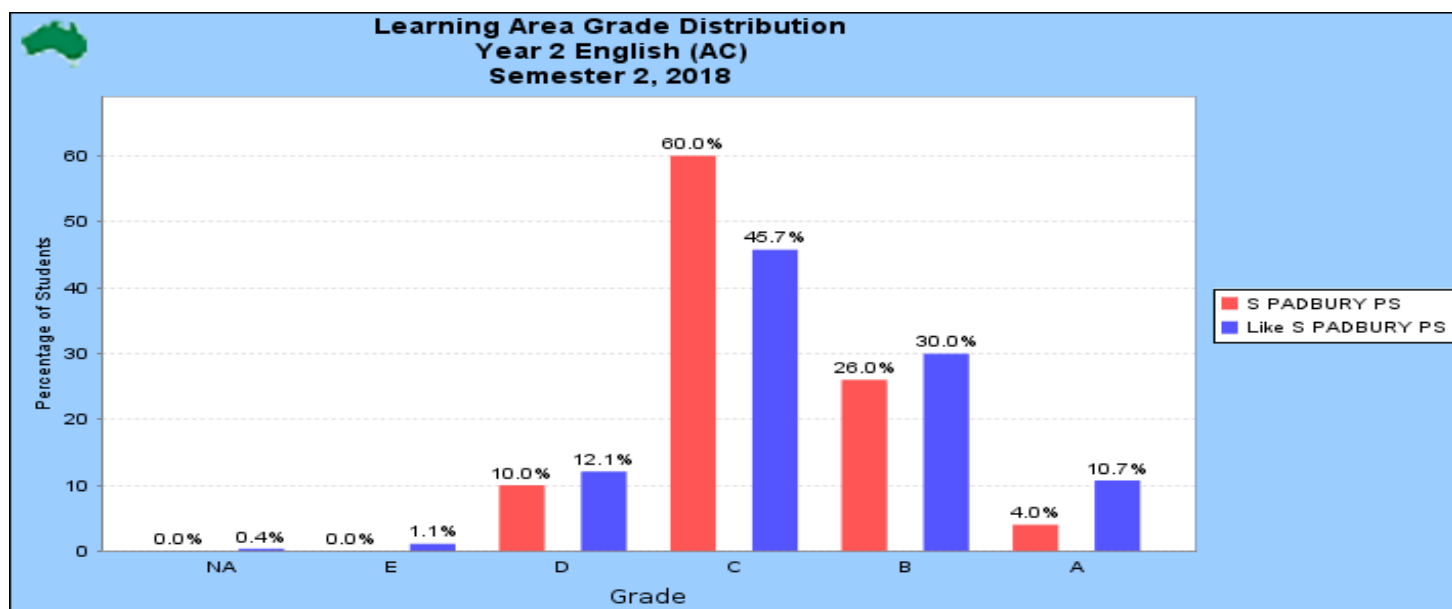


Learning Area Grade Distribution Year 1 Health and Physical Education (AC) Semester 2, 2018



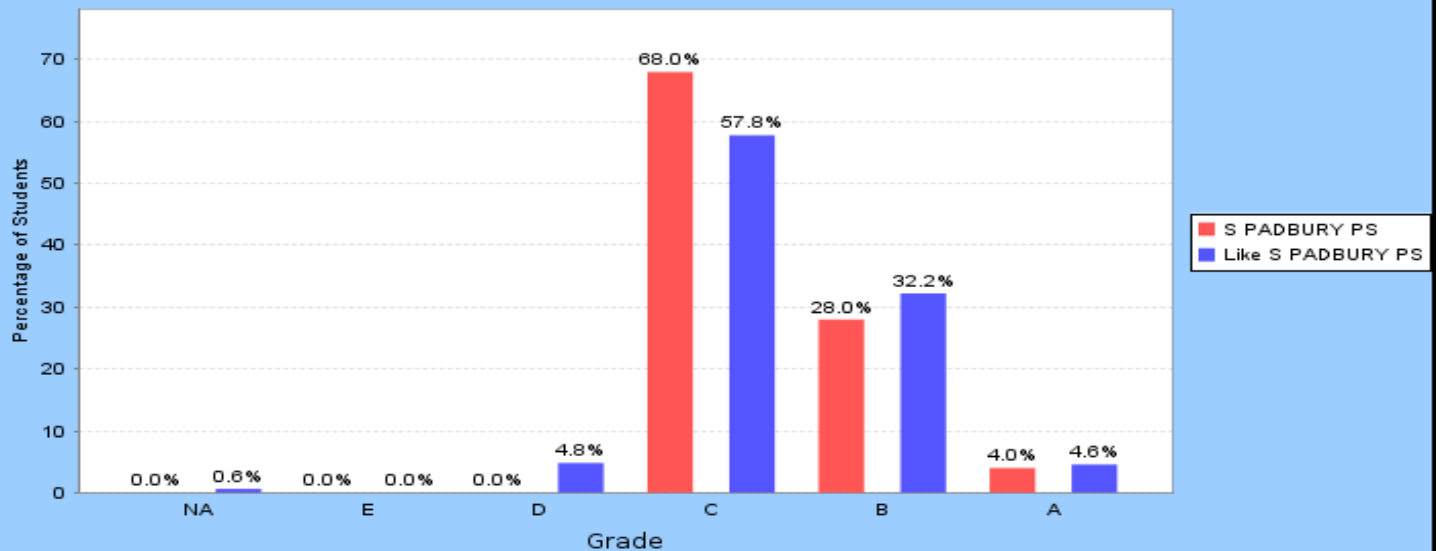


Year 2

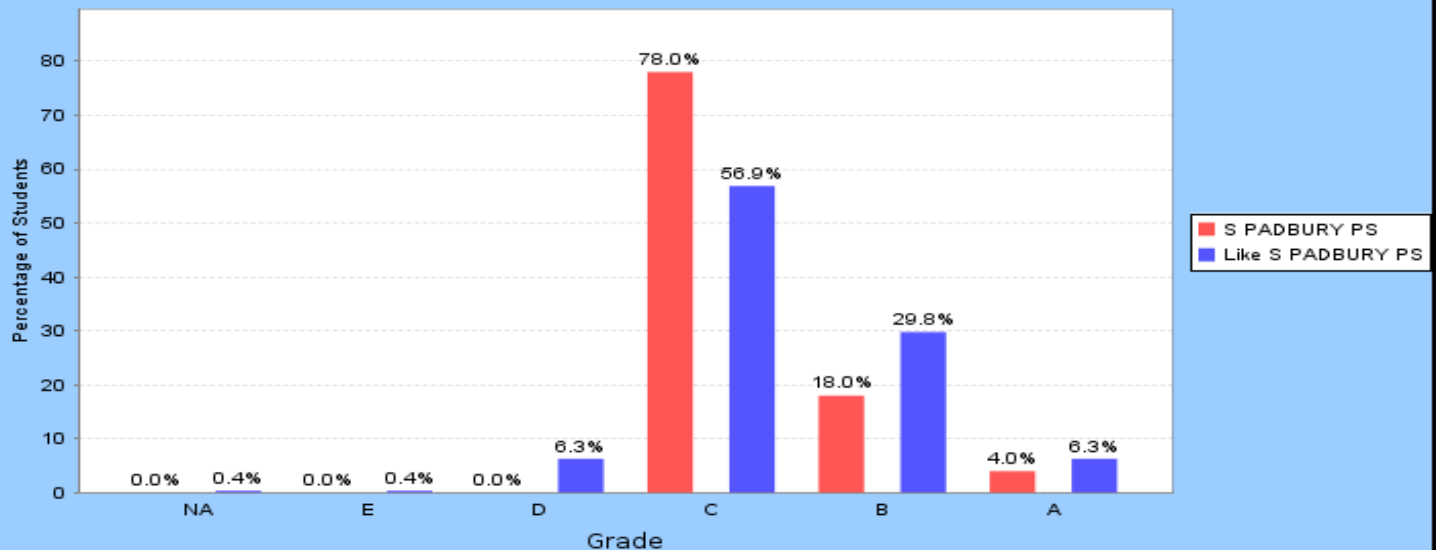




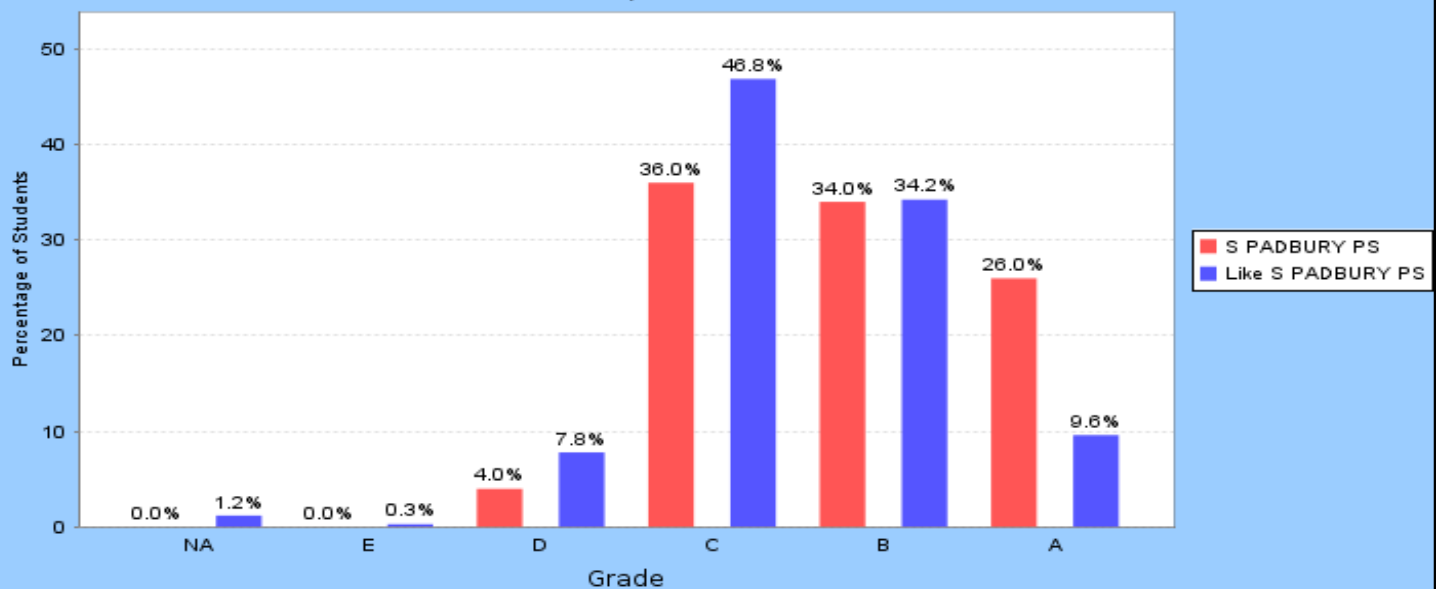
Learning Area Grade Distribution Year 2 Science (AC) Semester 2, 2018



Learning Area Grade Distribution Year 2 Humanities and Social Sciences (AC) Semester 2, 2018

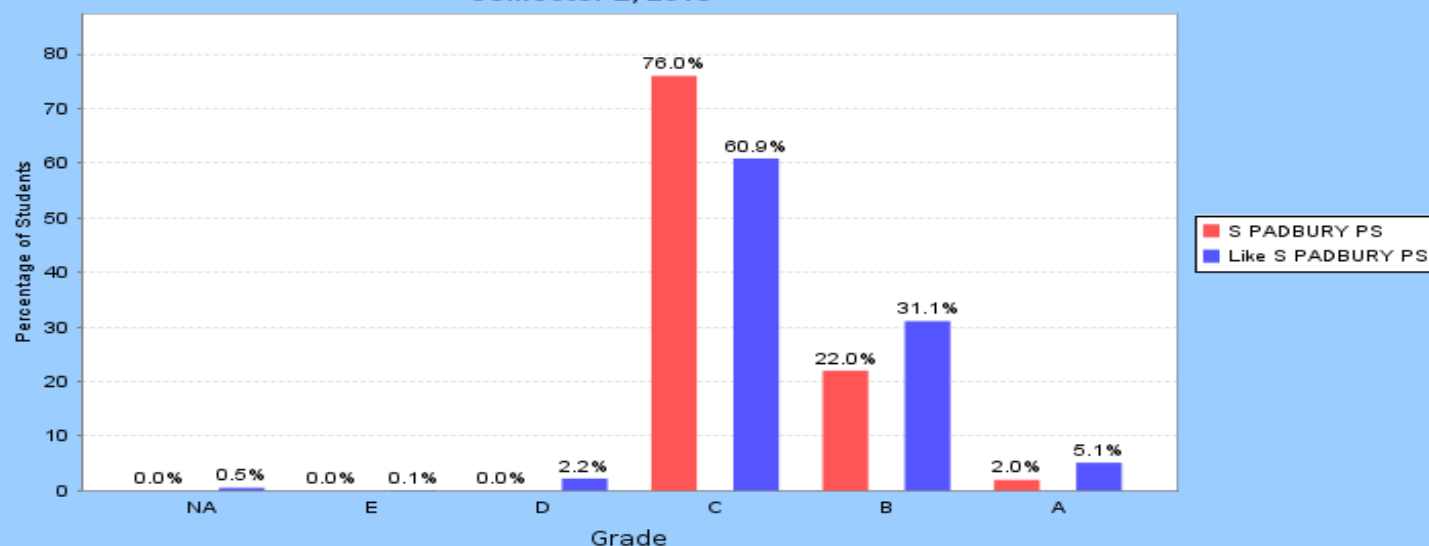


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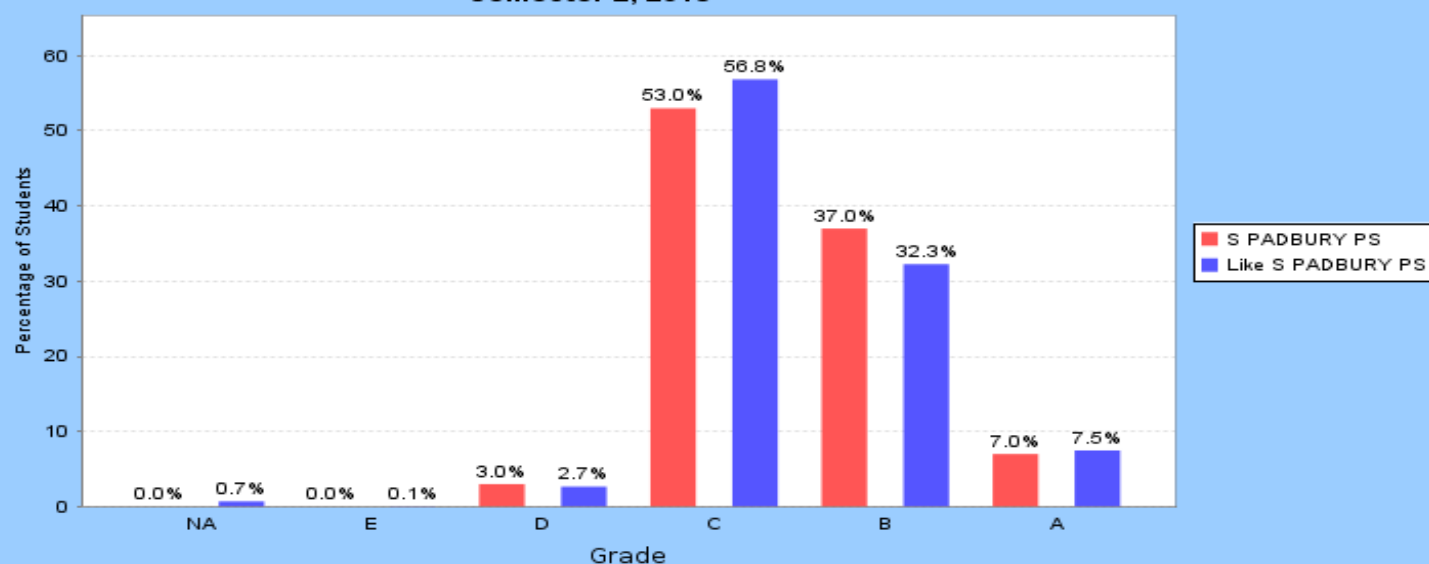




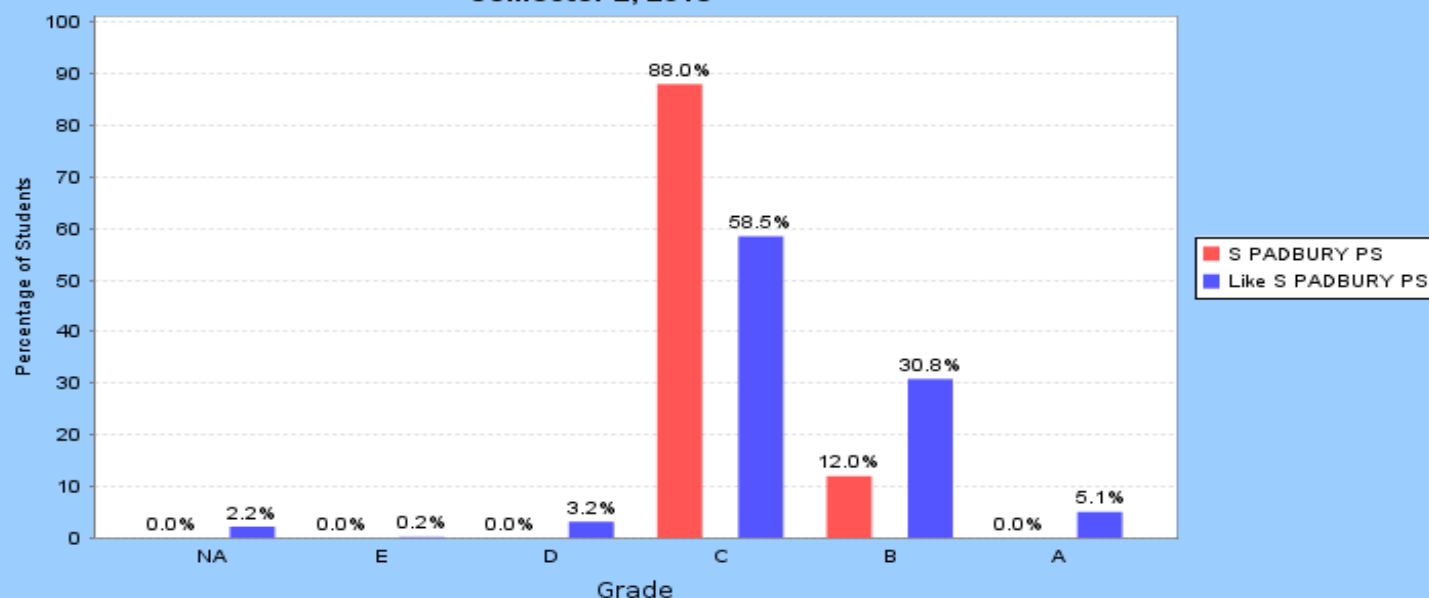
Learning Area Grade Distribution Year 2 The Arts (AC) Semester 2, 2018



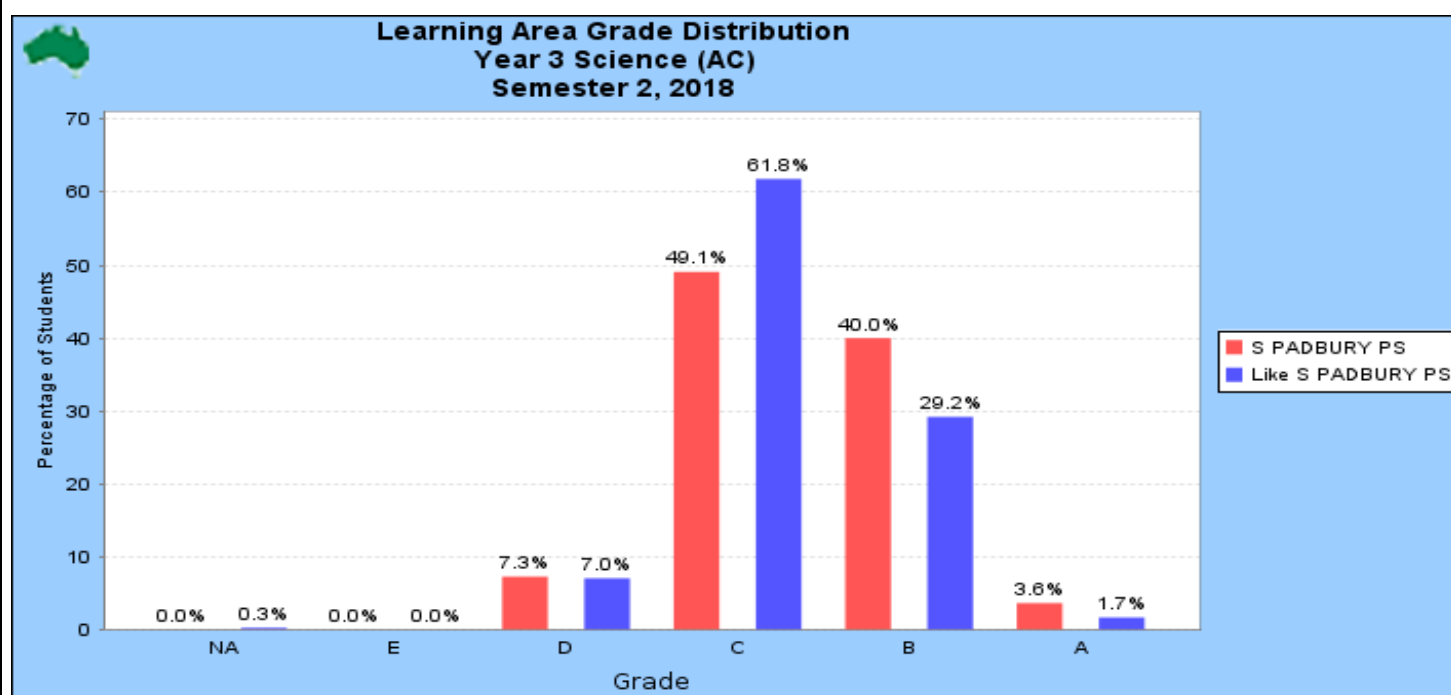
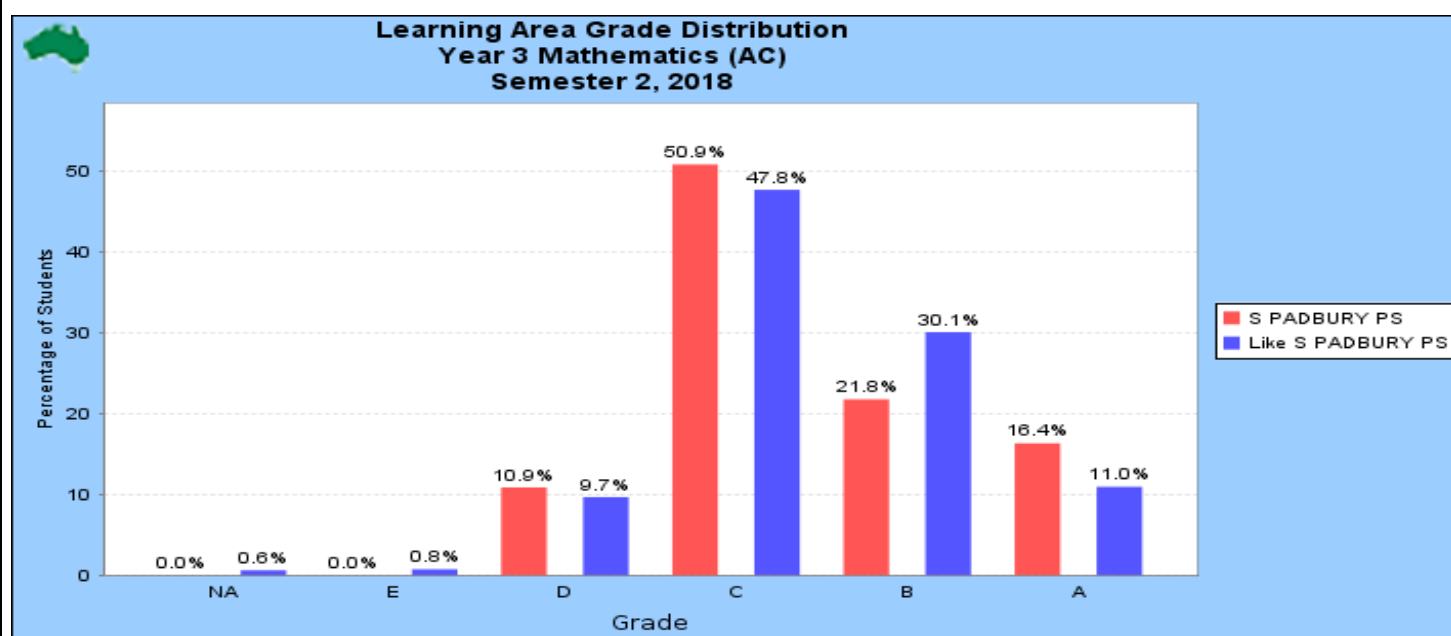
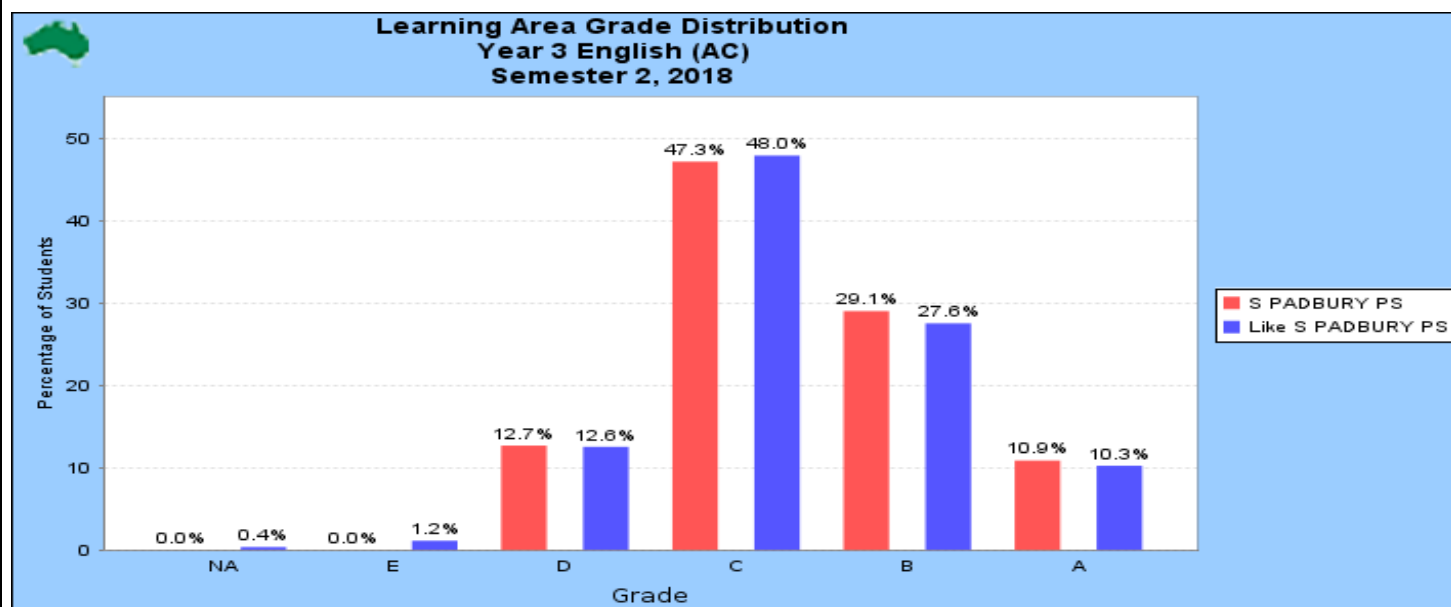
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Learning Area Grade Distribution Year 2 Technologies (AC) Semester 2, 2018

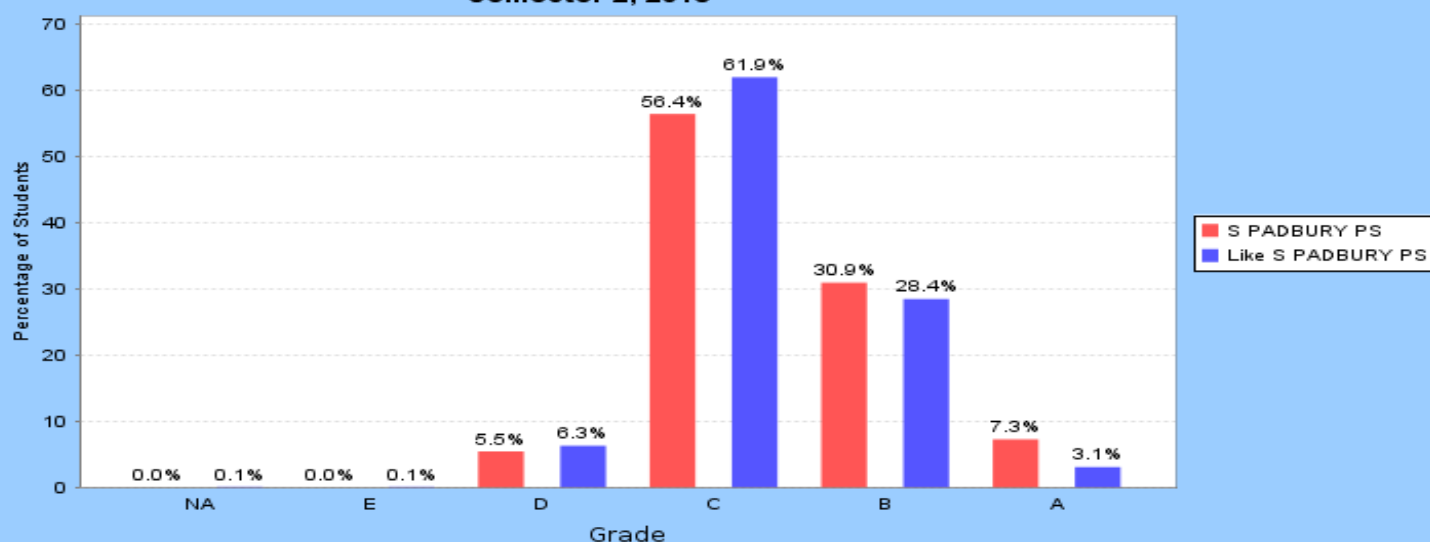


Year 3

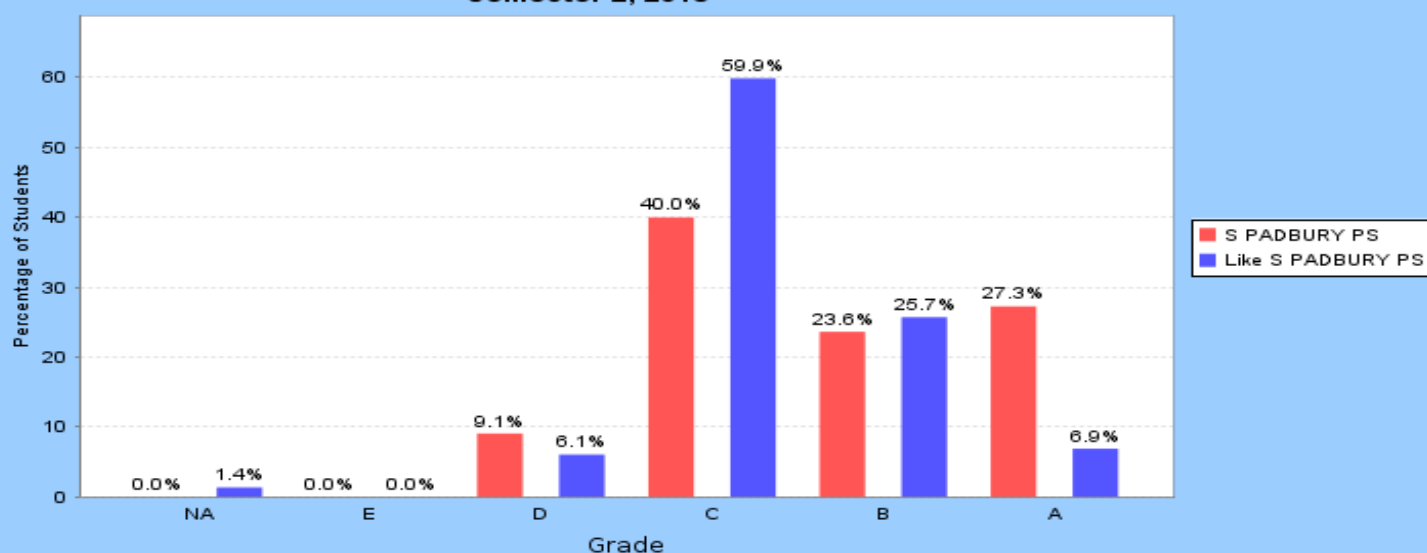




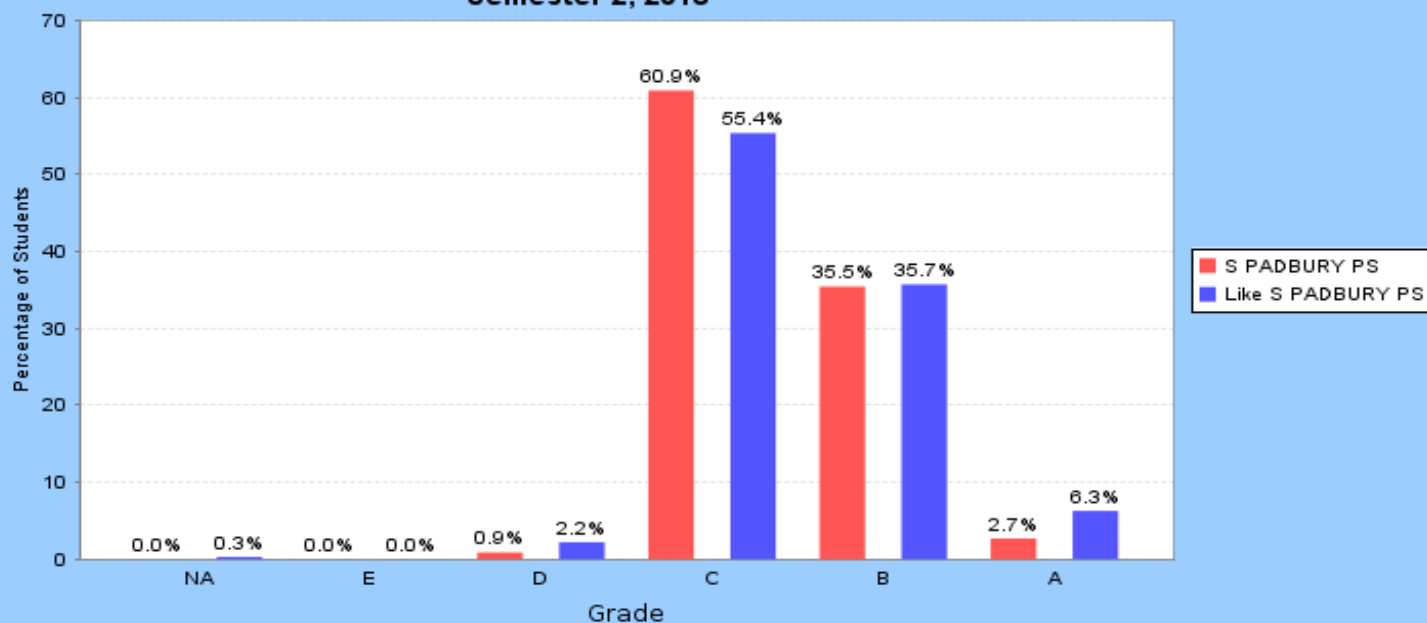
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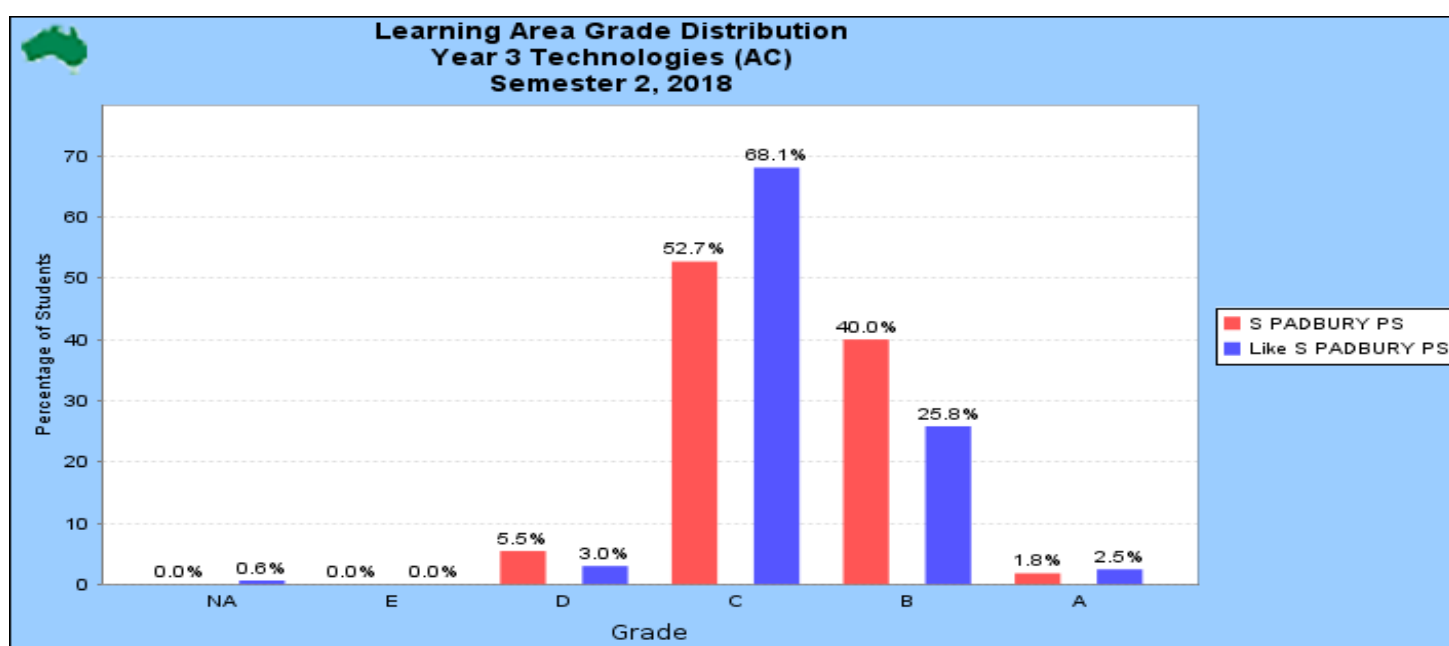
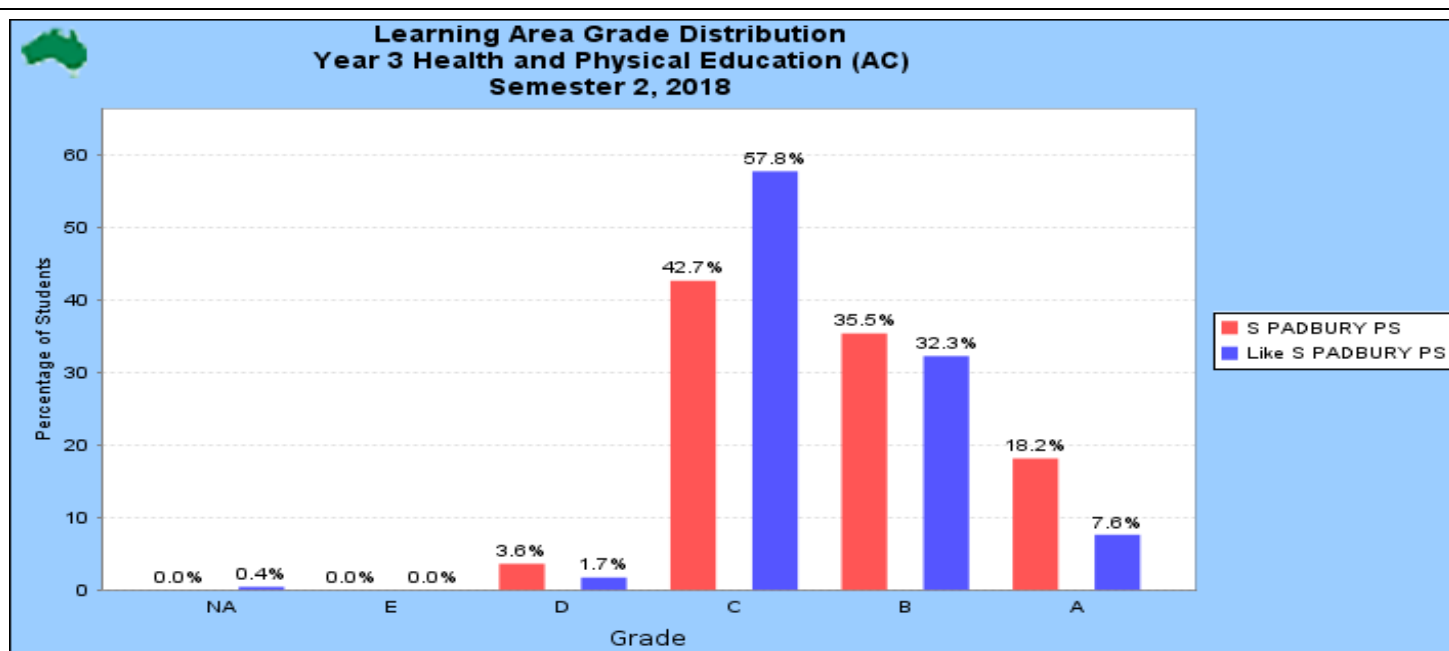


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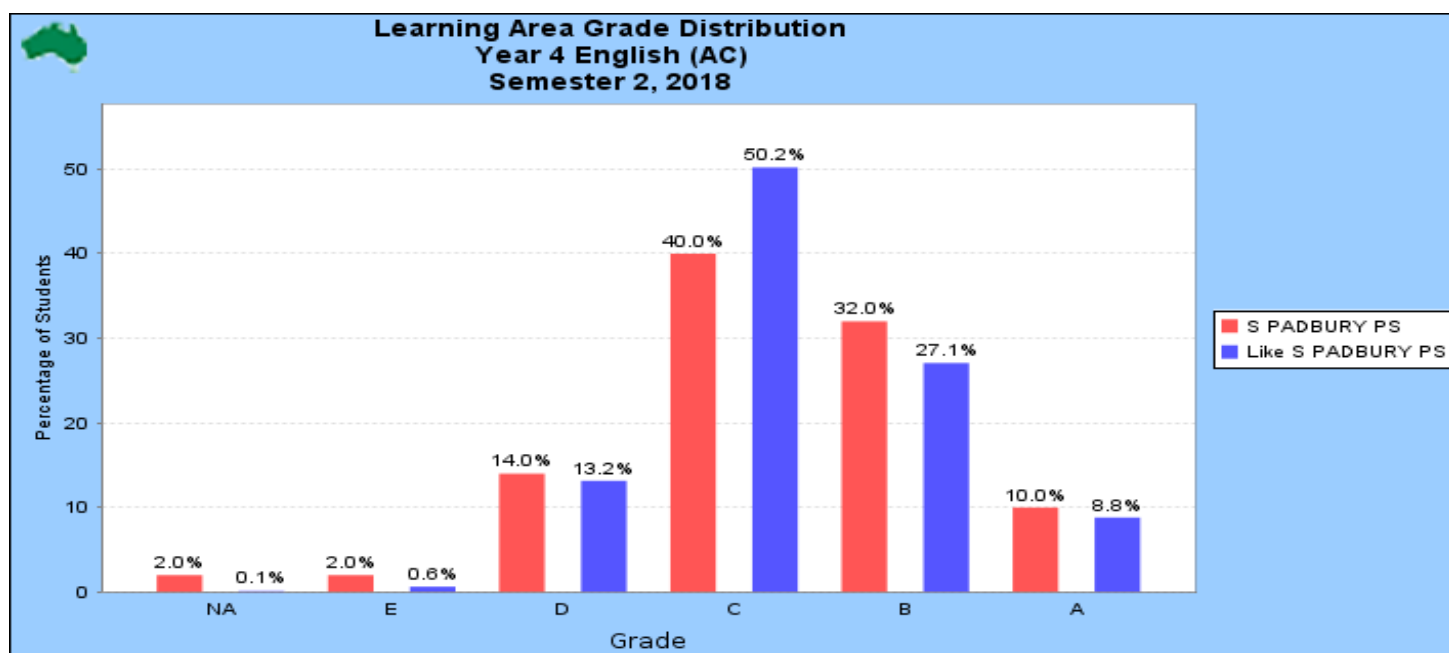


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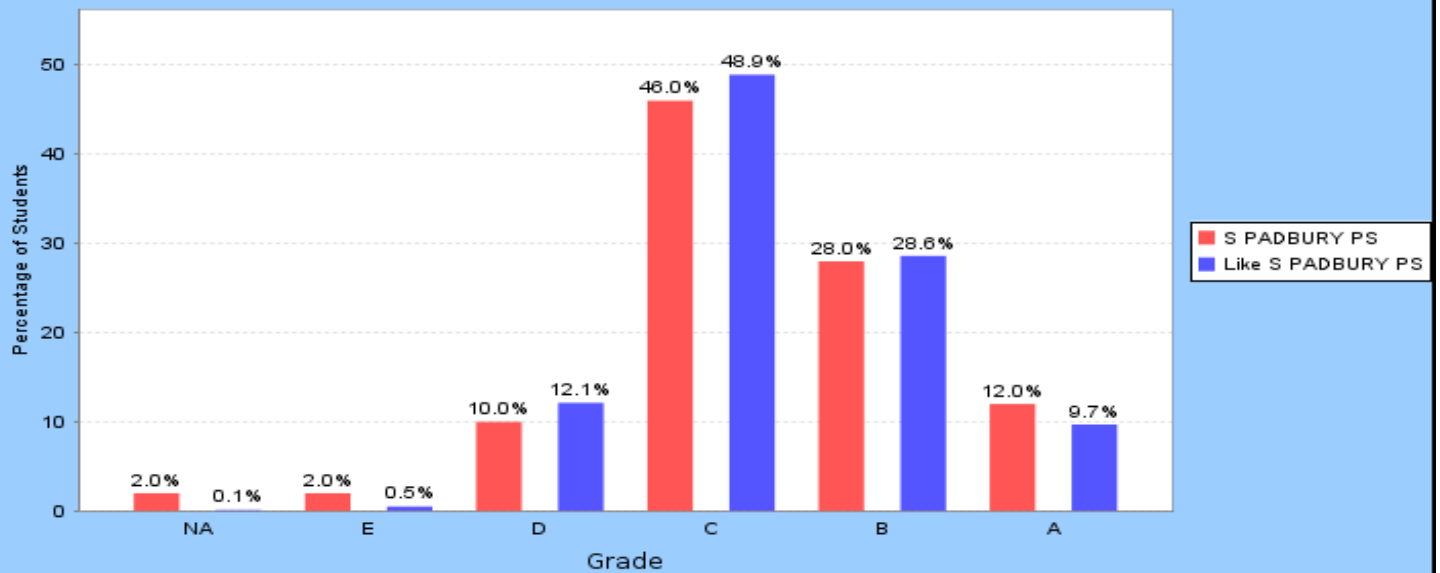


Year 4

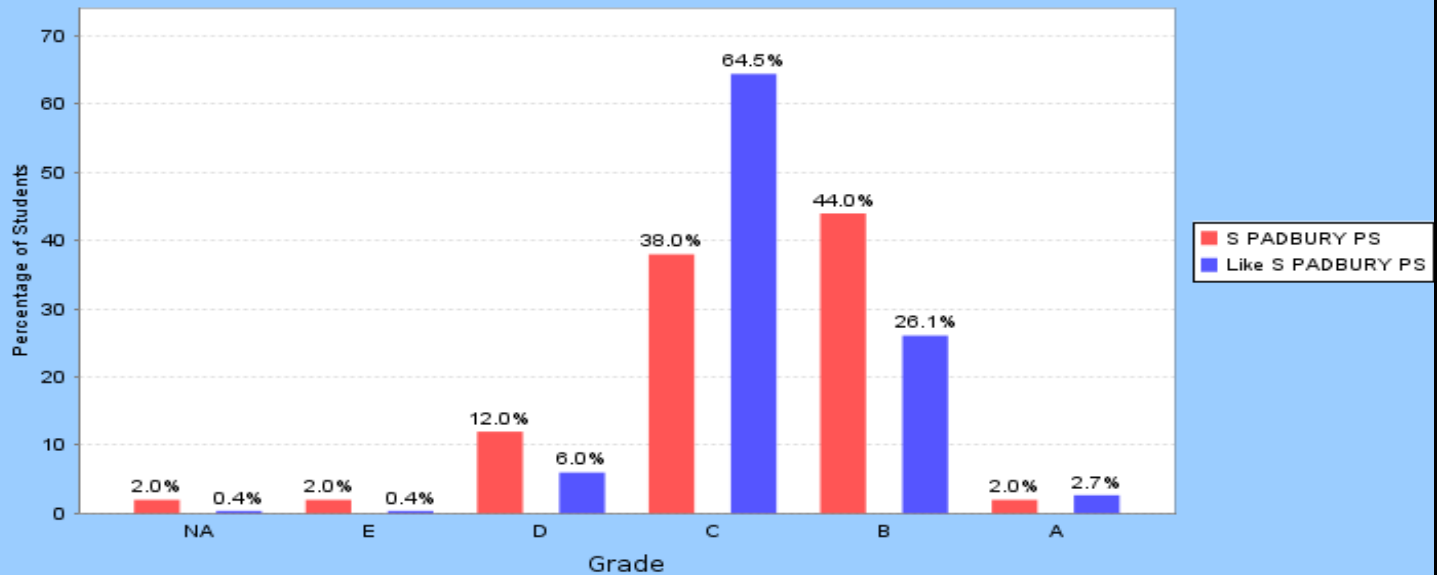




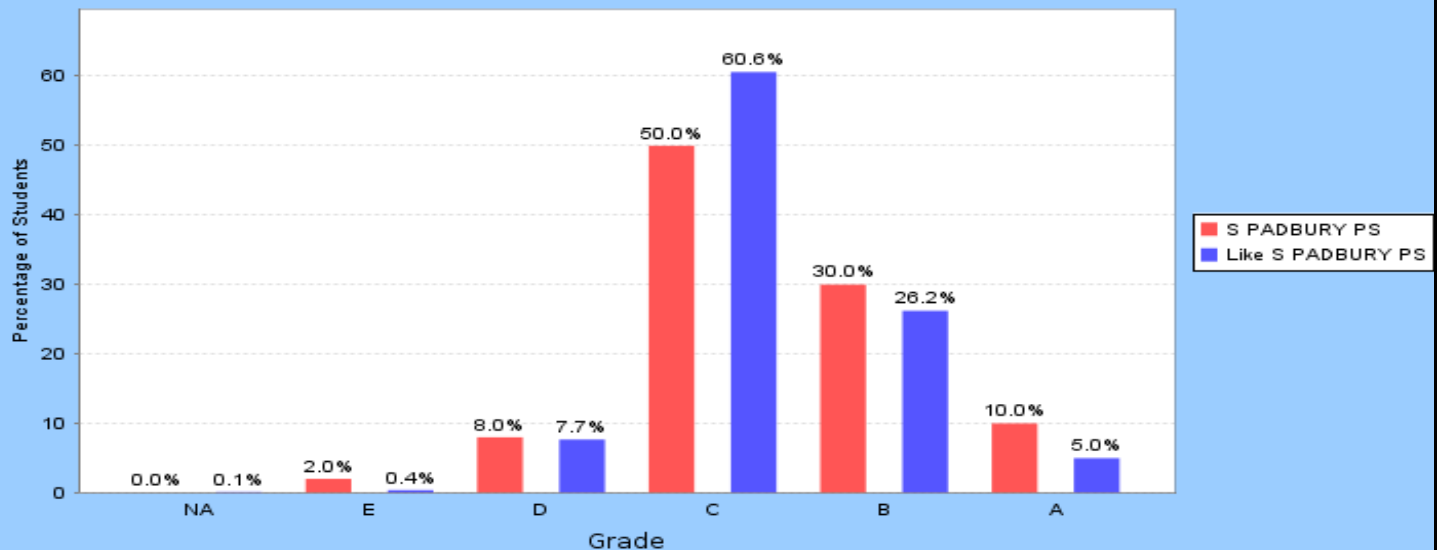
**Learning Area Grade Distribution
Year 4 Mathematics (AC)
Semester 2, 2018**



**Learning Area Grade Distribution
Year 4 Science (AC)
Semester 2, 2018**

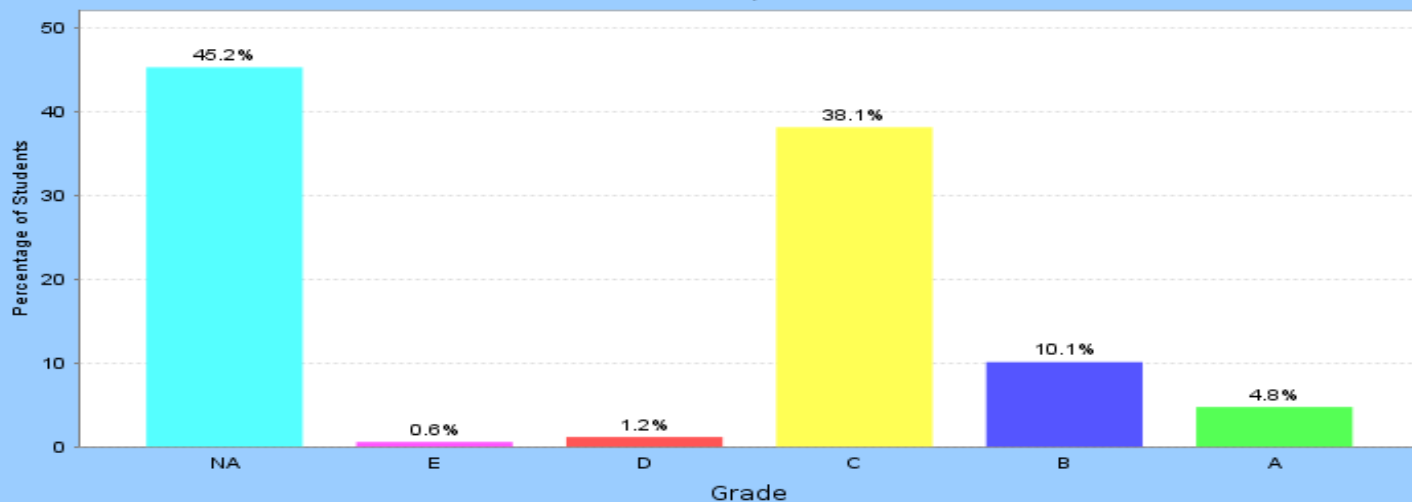


**Learning Area Grade Distribution
Year 4 Humanities and Social Sciences (AC)
Semester 2, 2018**

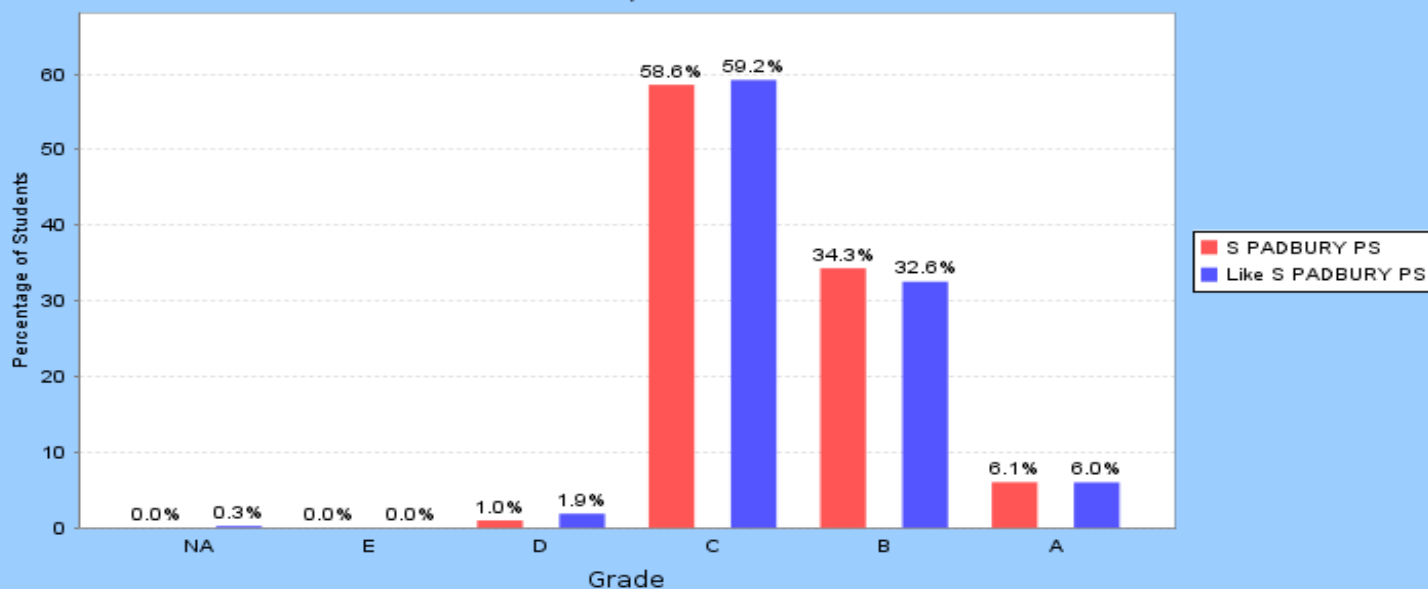




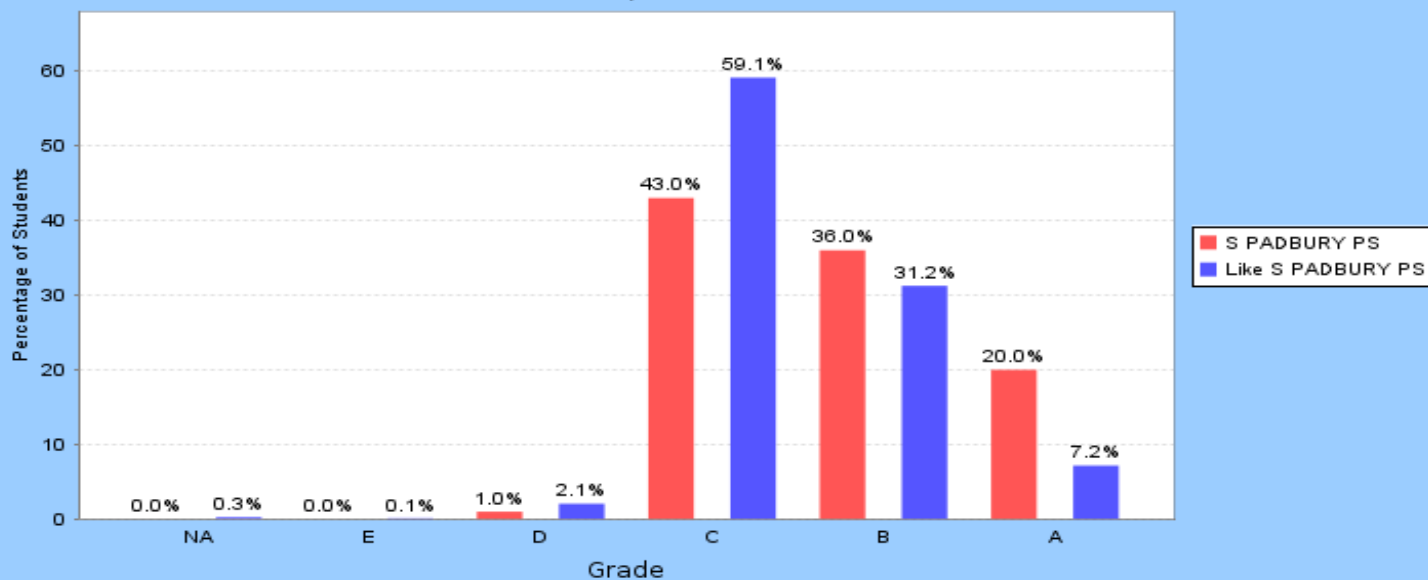
**Like SOUTH PADBURY PRIMARY SCHOOL
Learning Area Grade Distribution
Year 4 Languages (AC)
Semester 2, 2018**

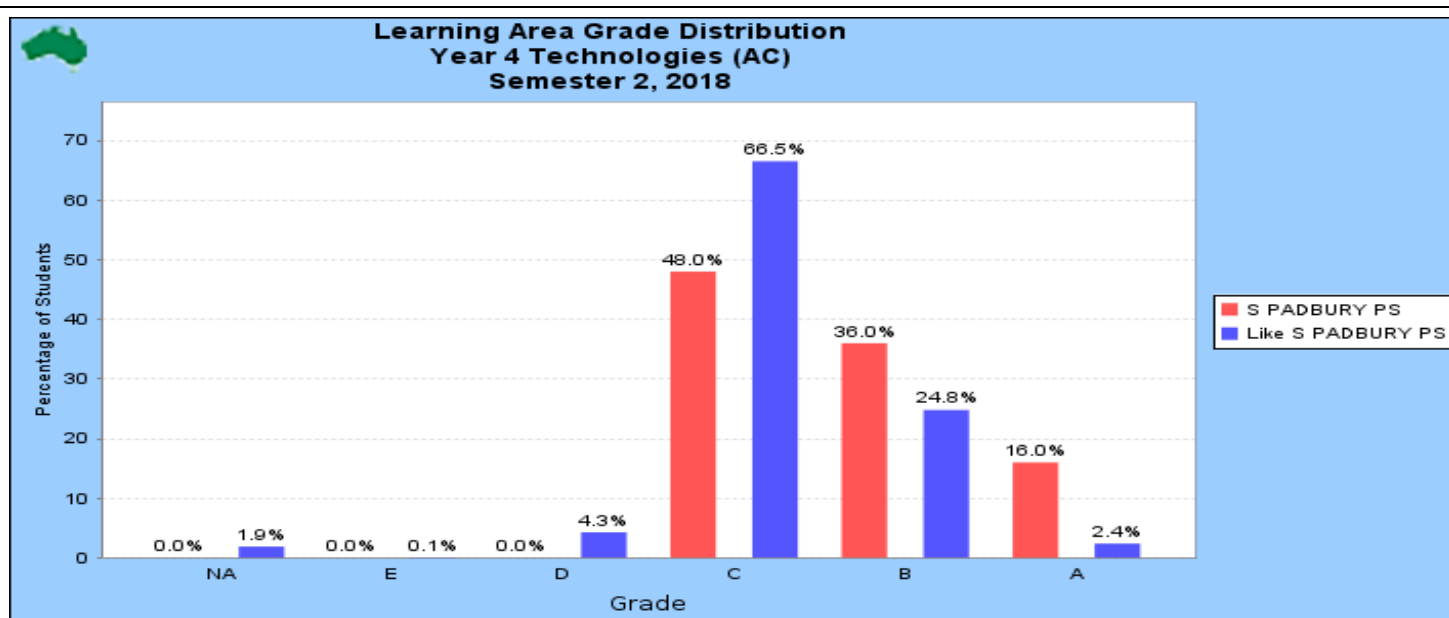


**Learning Area Grade Distribution
Year 4 The Arts (AC)
Semester 2, 2018**

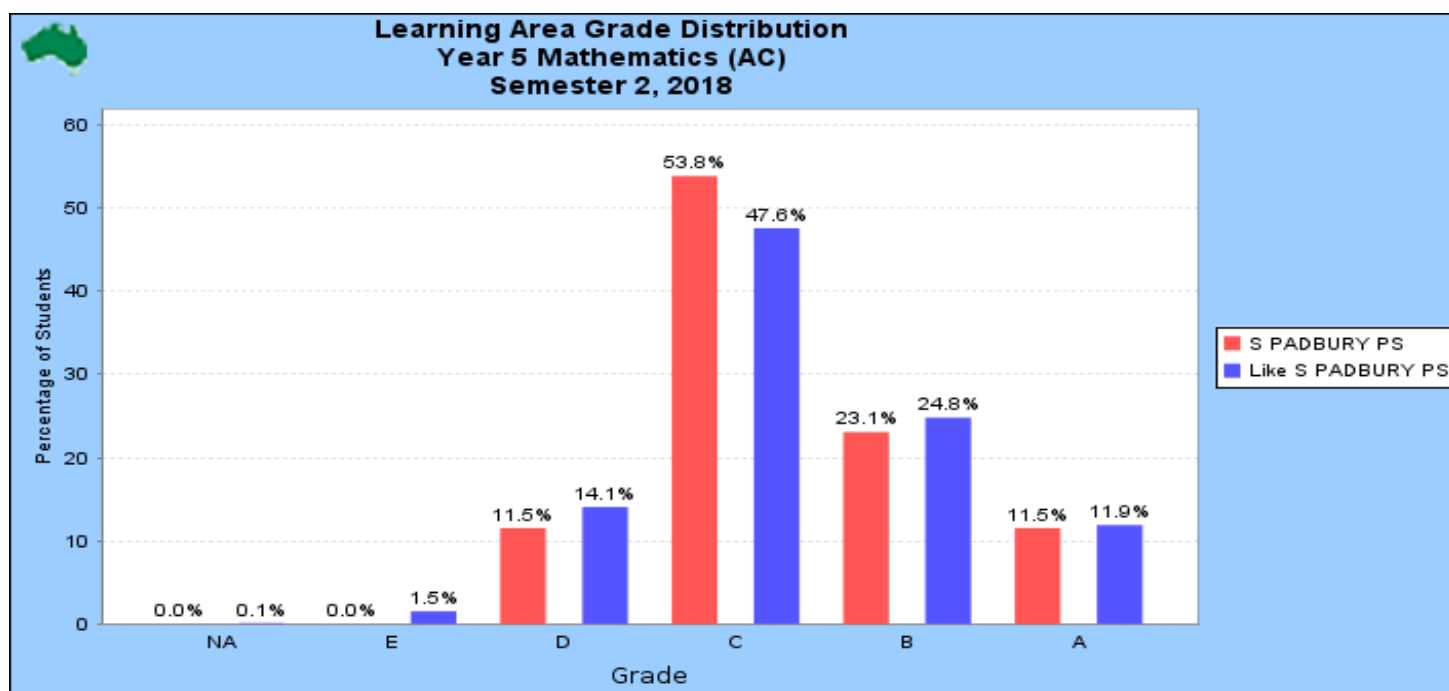
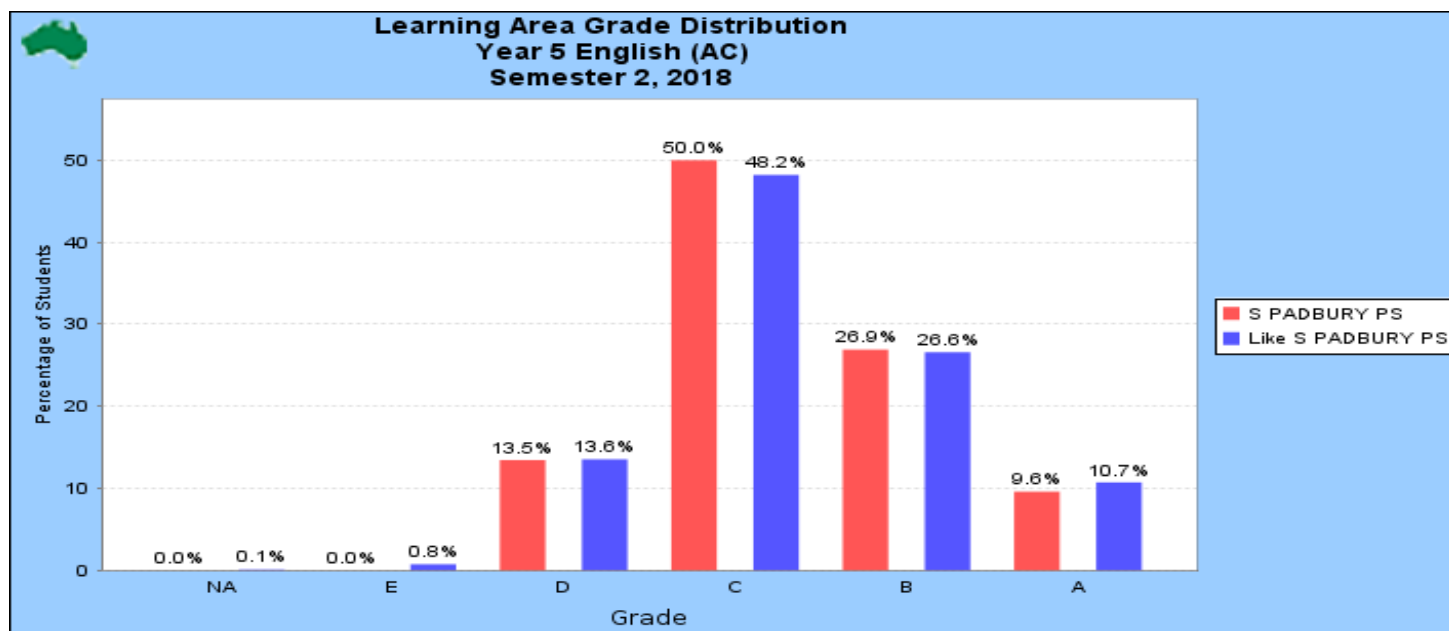


**Learning Area Grade Distribution
Year 4 Health and Physical Education (AC)
Semester 2, 2018**



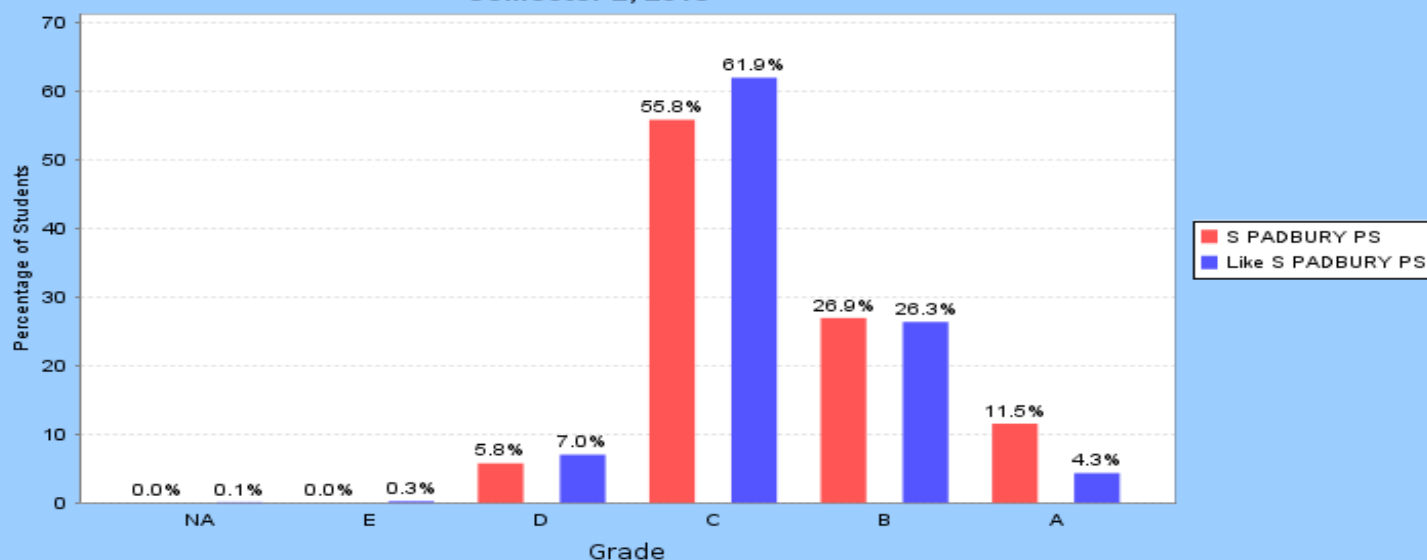


Year 5

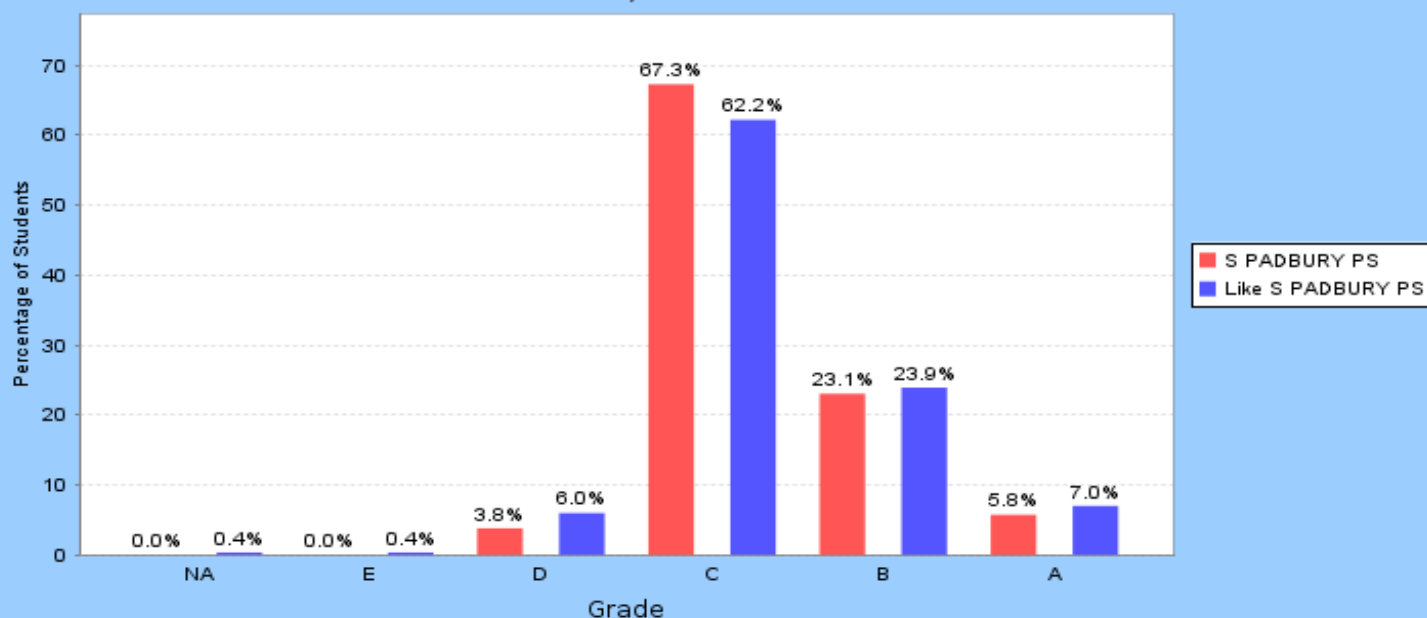




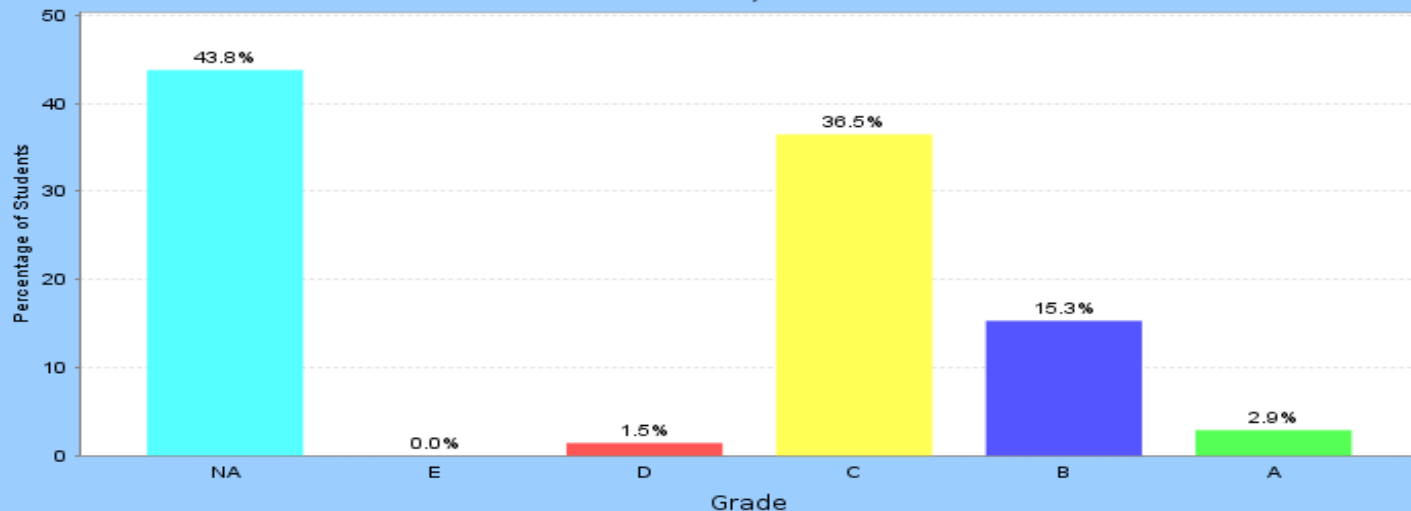
Learning Area Grade Distribution Year 5 Science (AC) Semester 2, 2018



Learning Area Grade Distribution Year 5 Humanities and Social Sciences (AC) Semester 2, 2018

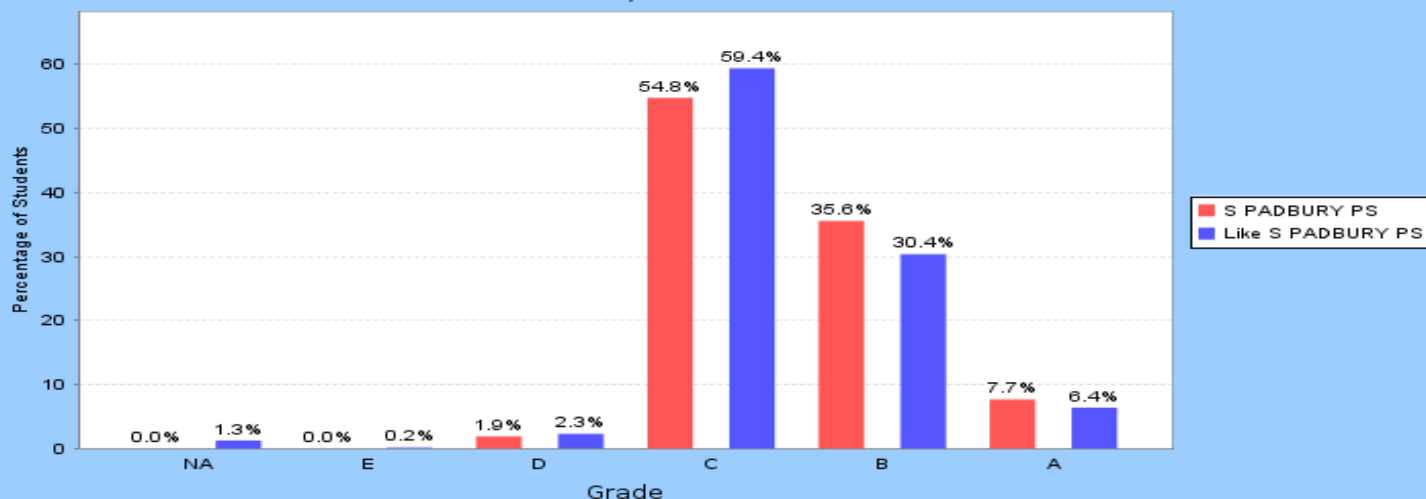


Like SOUTH PADBURY PRIMARY SCHOOL Learning Area Grade Distribution Year 5 Languages (AC) Semester 2, 2018

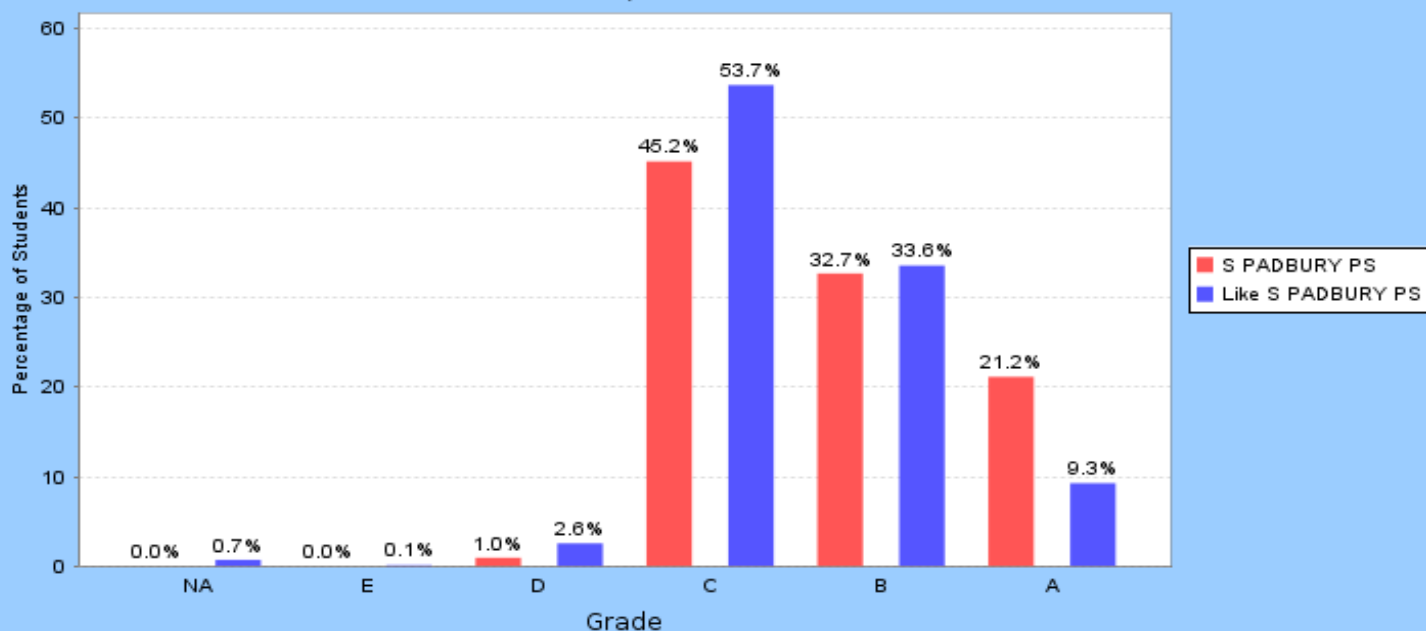




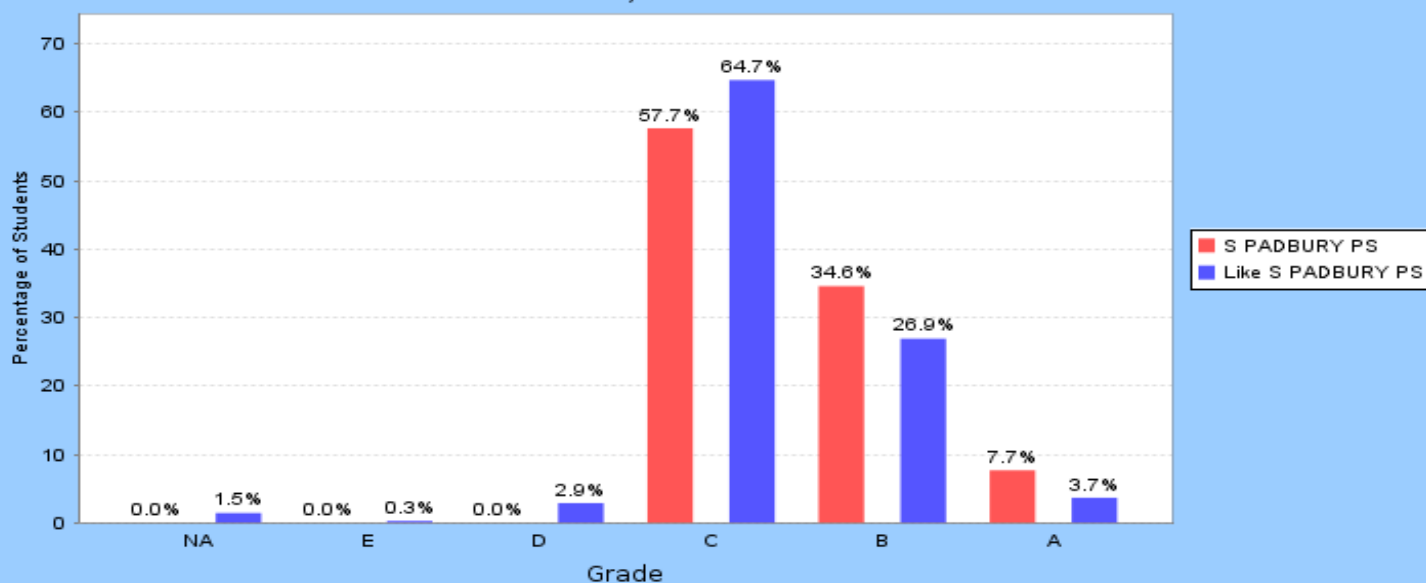
Learning Area Grade Distribution Year 5 The Arts (AC) Semester 2, 2018



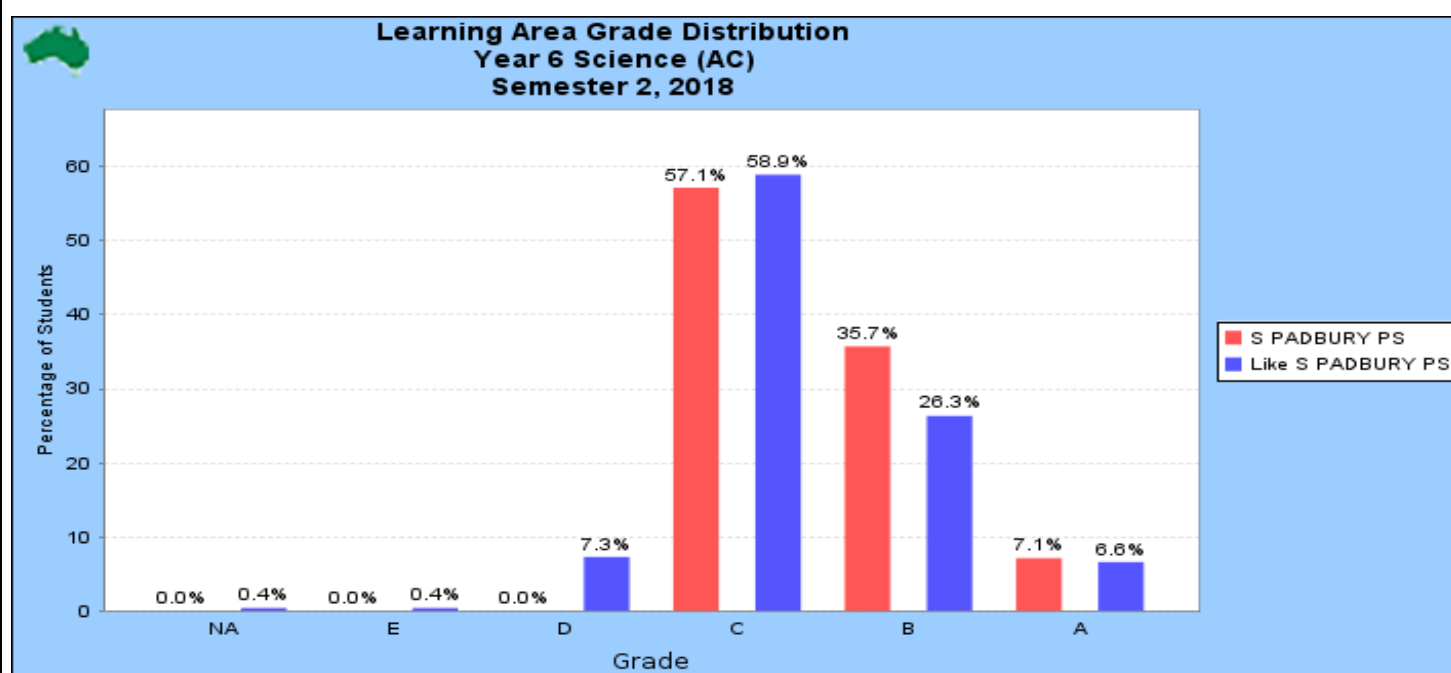
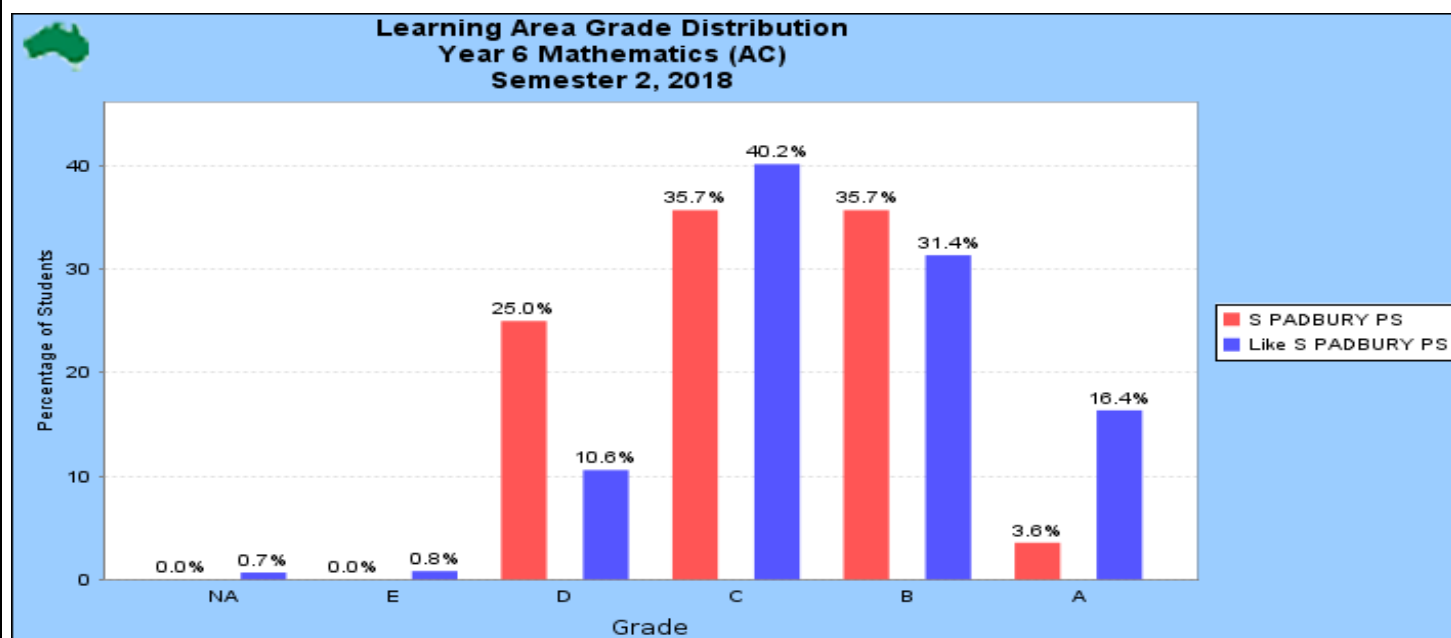
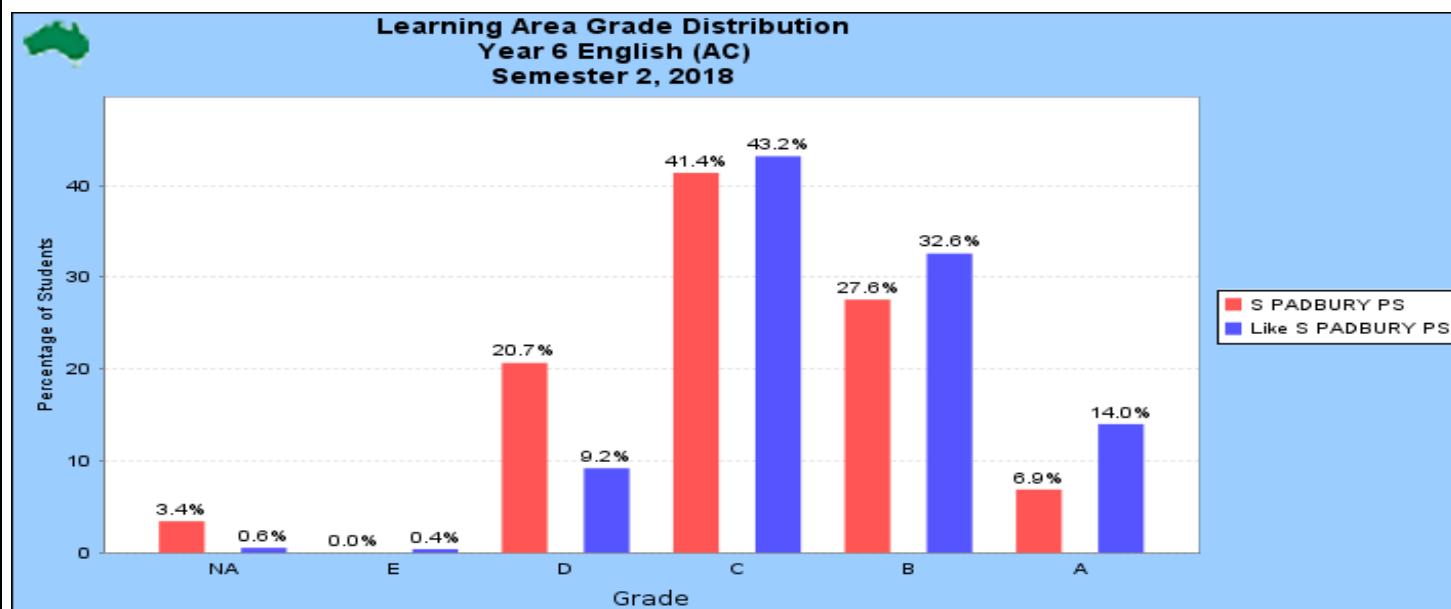
Learning Area Grade Distribution Year 5 Health and Physical Education (AC) Semester 2, 2018



Learning Area Grade Distribution Year 5 Technologies (AC) Semester 2, 2018

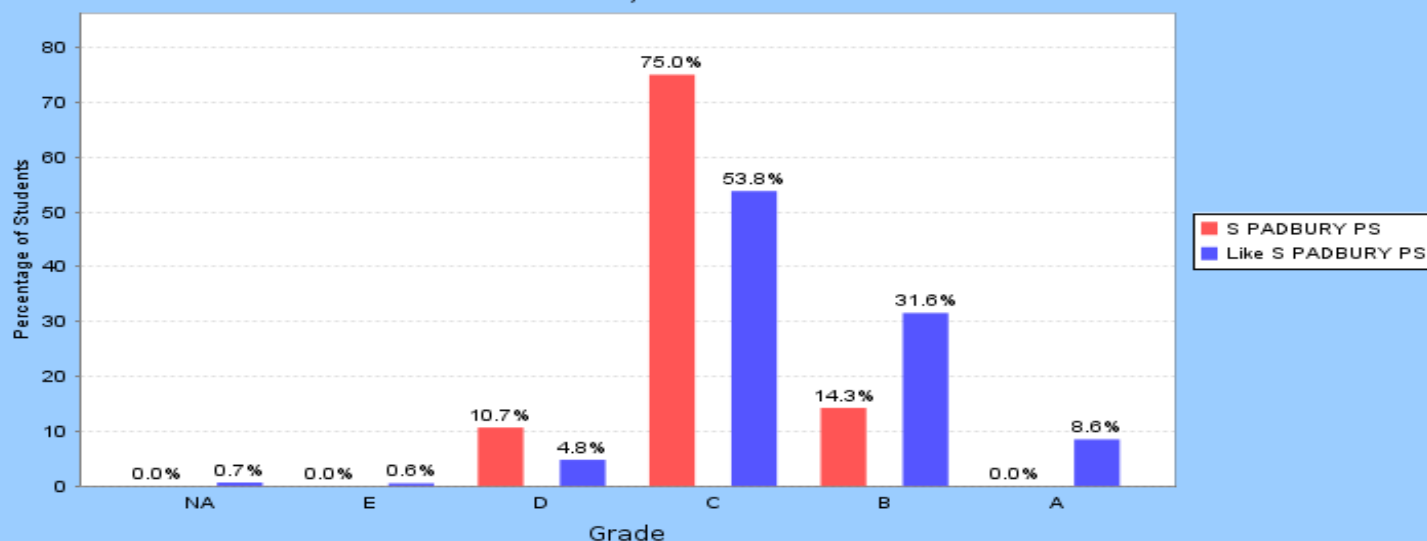


Year 6

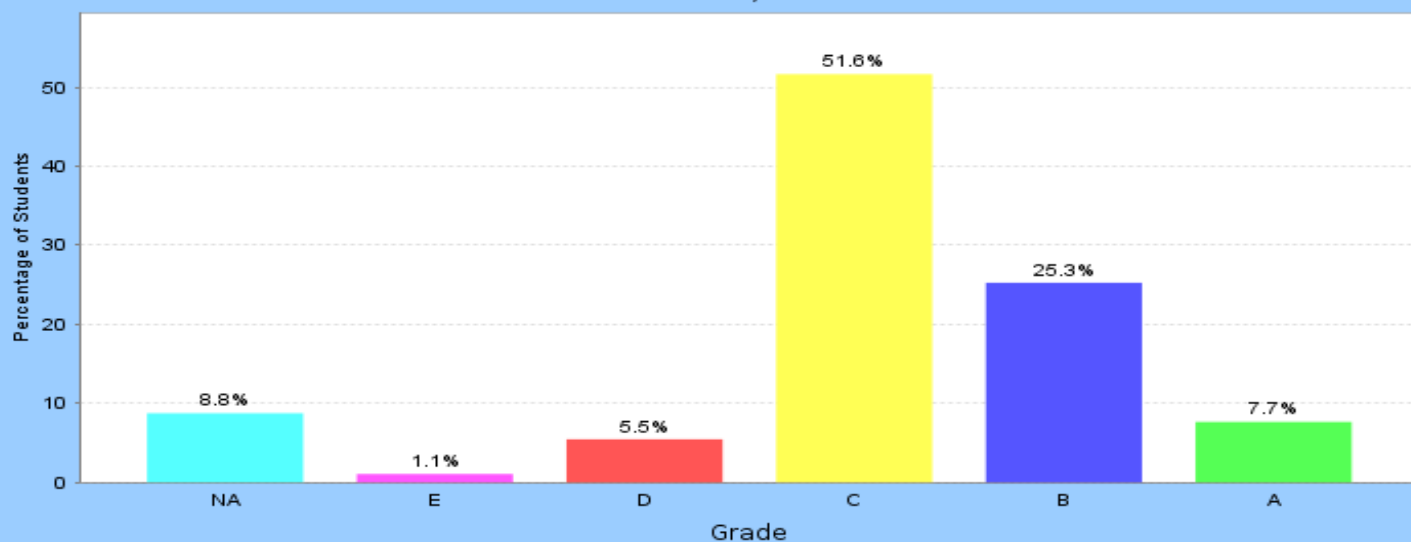




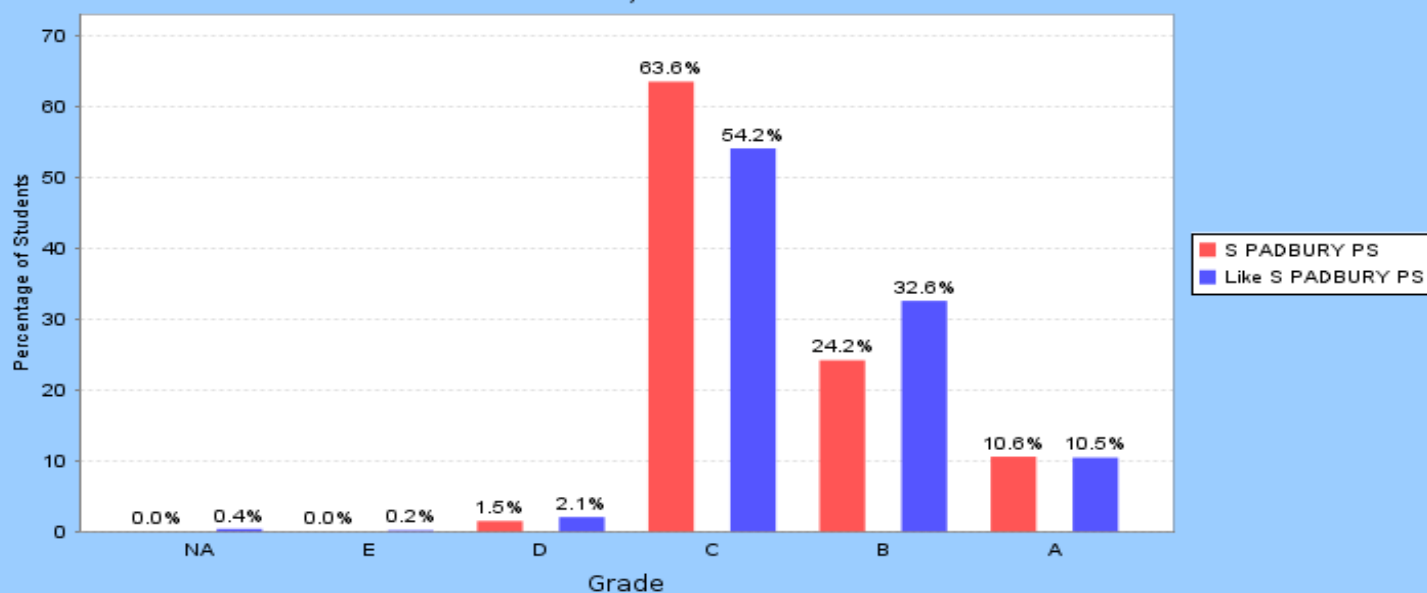
**Learning Area Grade Distribution
Year 6 Humanities and Social Sciences (AC)
Semester 2, 2018**

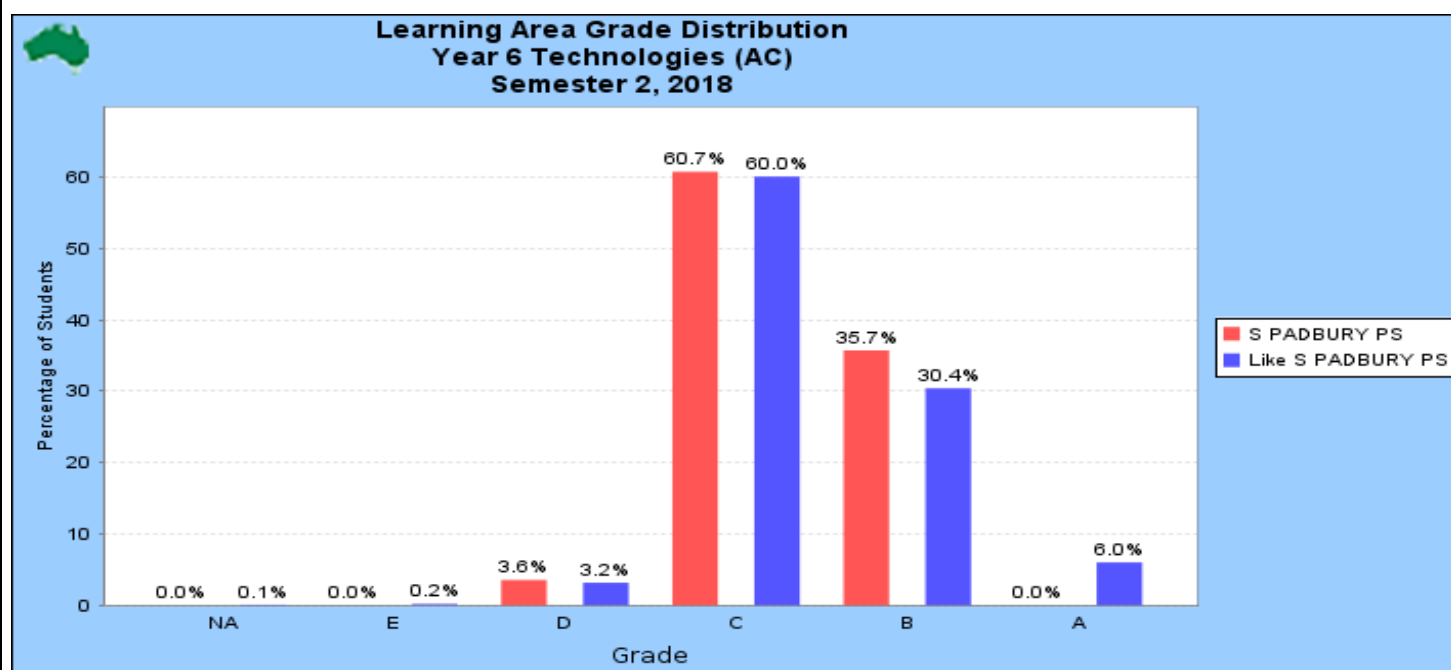
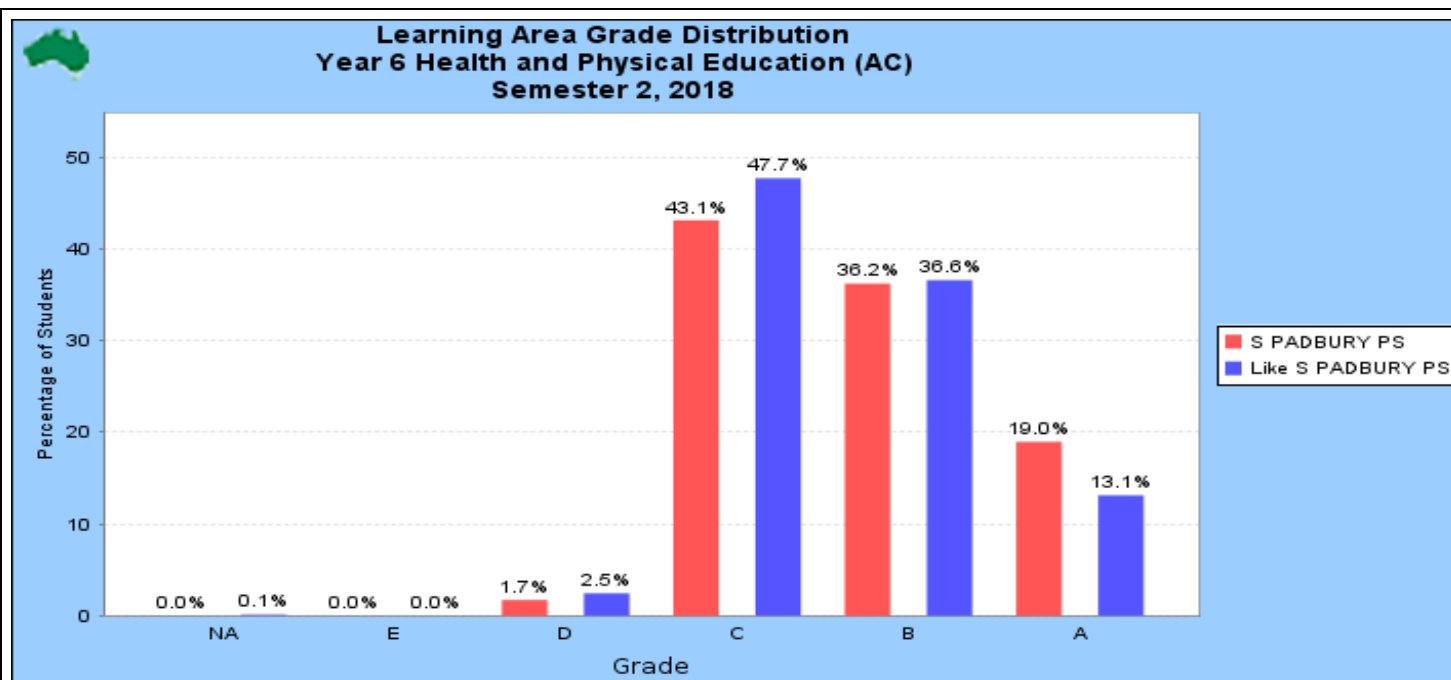


**Like SOUTH PADBURY PRIMARY SCHOOL
Learning Area Grade Distribution
Year 6 Languages (AC)
Semester 2, 2018**



**Learning Area Grade Distribution
Year 6 The Arts (AC)
Semester 2, 2018**

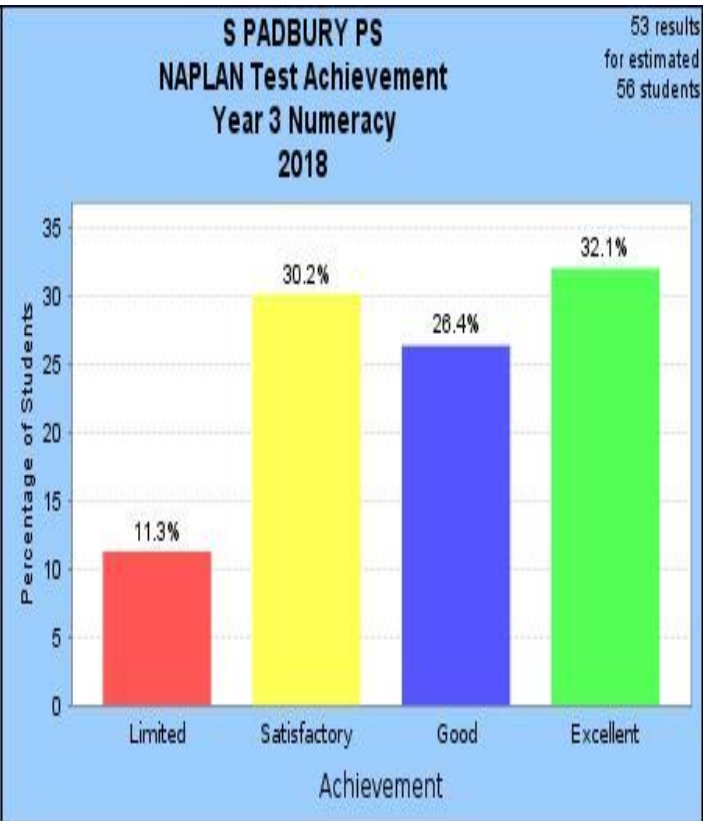
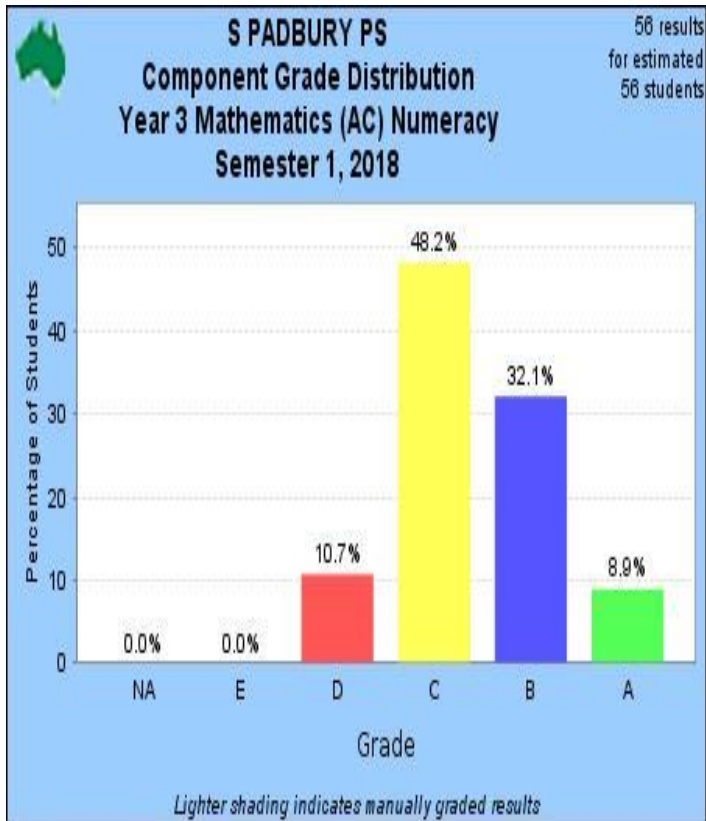




Analysis: There is a fairly strong correlation between SPPS grade distributions and those of our like schools.

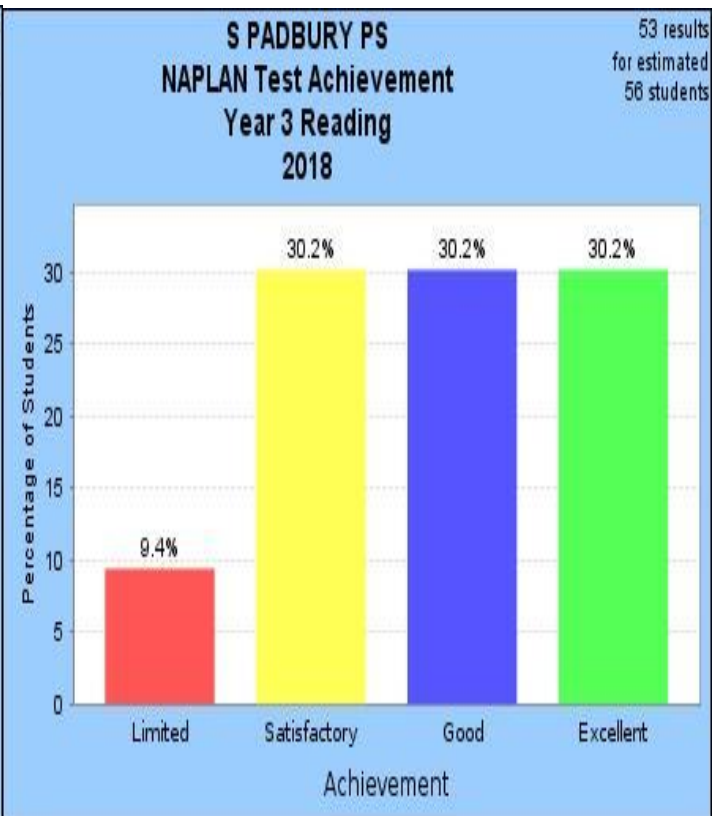
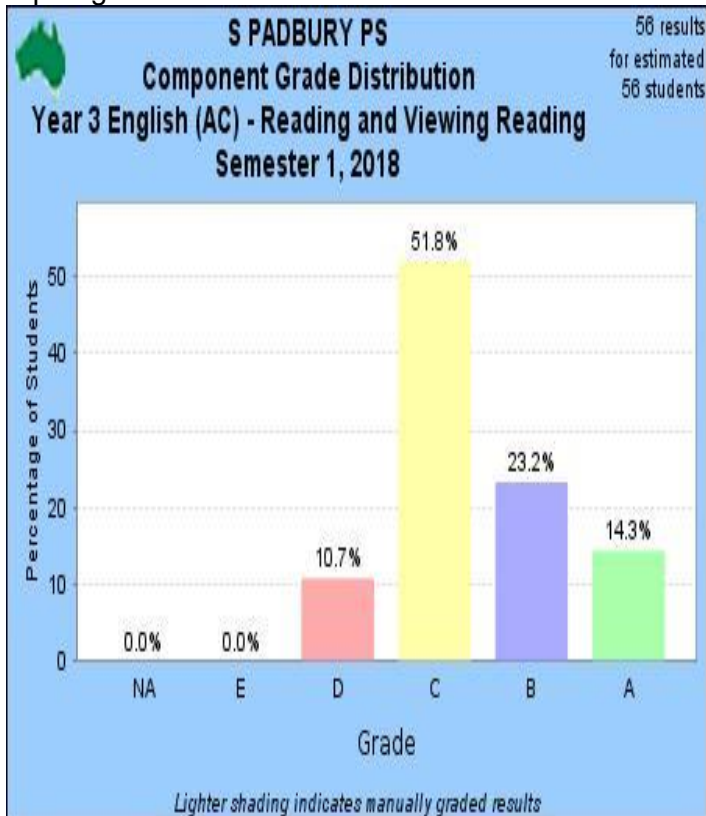
Grade	A	B	C	D
PE	More	Fewer	More	More
PM	Fewer	Fewer	More	More
1E	More	More	Fewer	Fewer
1M	More	Fewer	Fewer	More
2E	Fewer	Fewer	More	Fewer
2M	Fewer	Fewer	More	More
3E	Fewer	Fewer	Fewer	More
3M	More	Fewer	More	More
4E	Fewer	More	Fewer	More
4M	More	Fewer	Fewer	Fewer
5E	Fewer	More	More	Fewer
5M	Fewer	Fewer	More	Fewer
6E	Fewer	Fewer	Fewer	More
6M	Fewer	More	Fewer	More

Teacher Judgements



Comments

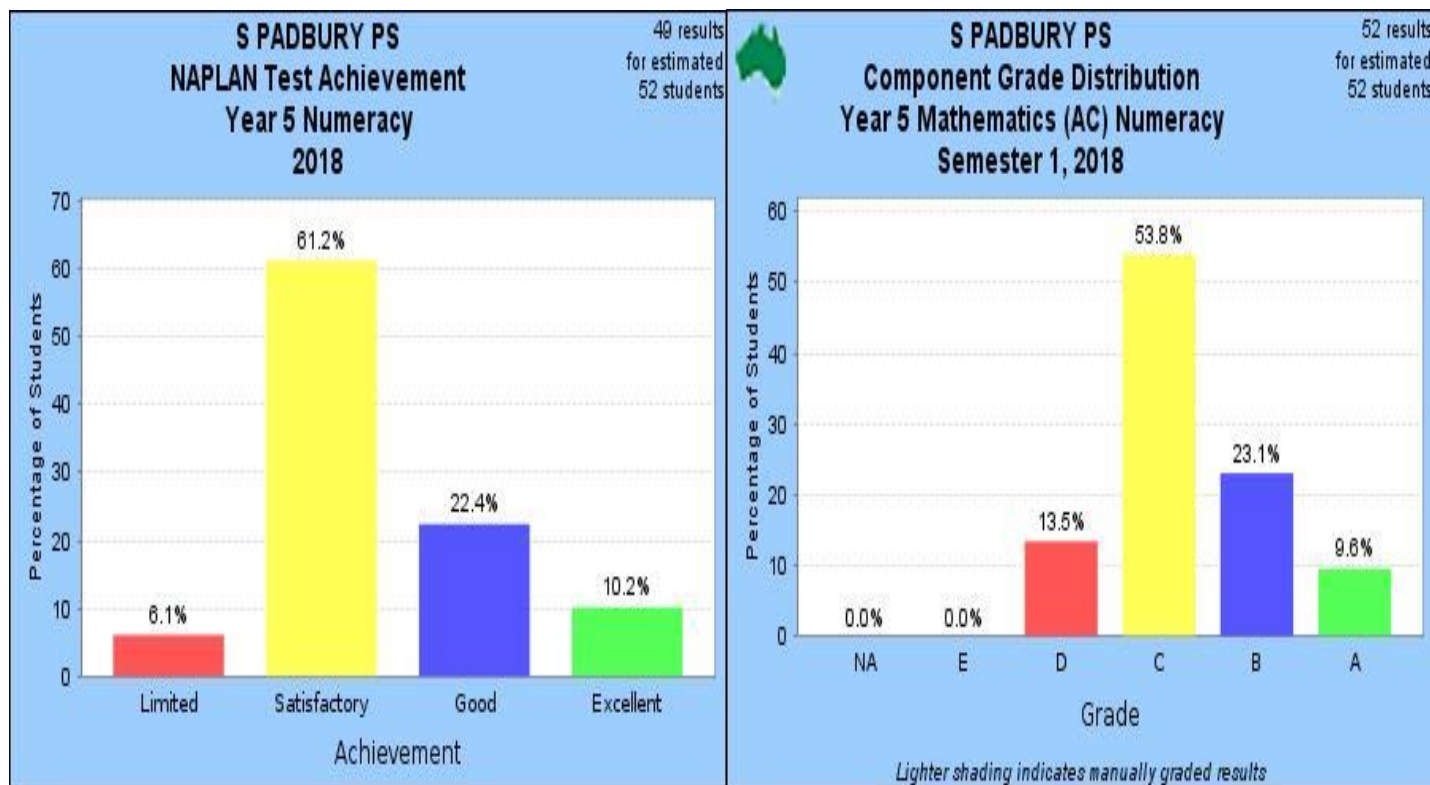
We issued 23% fewer A grades than NAPLAN test outcomes. These possible A grades are represented in more B and C grades than NAPLAN test results. A corresponding level of D grades exist between student report grade allocations and NAPLAN test results.



Comments

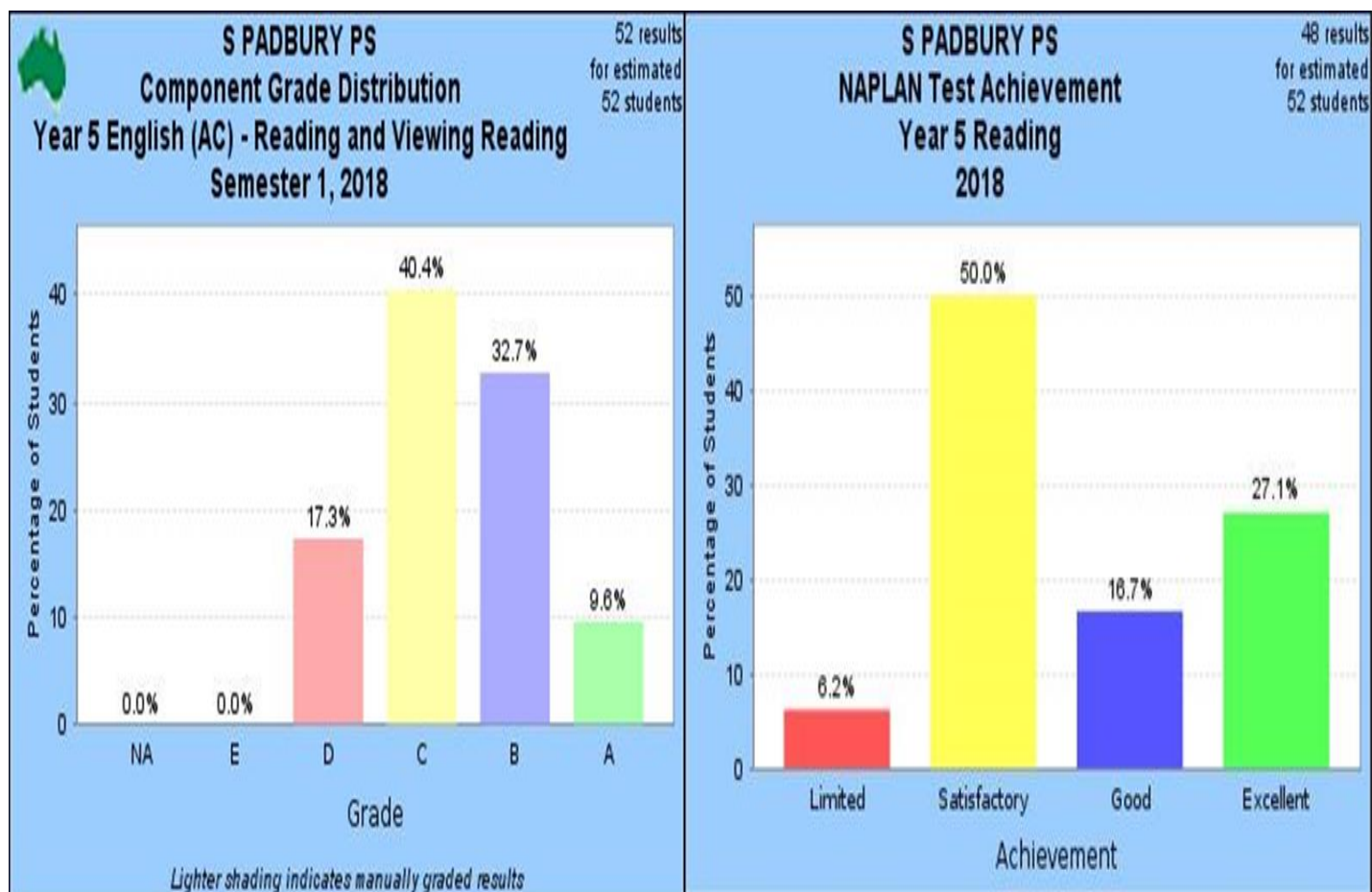
We issued 16% fewer A grades than NAPLAN test outcomes. These possible A grades are represented in more B and C grades than NAPLAN test results. A corresponding level of D grades exist between student

report grade allocations and NAPLAN test results. Where we reported that 37% of our students are either A or B grade, the system suggests that the figure is 60%.



Comments

These figures, comparing NAPLAN test result and report grade allocations are very closely correlated, except where we allocate 7.4% more D grades than the NAPLAN test indicates.



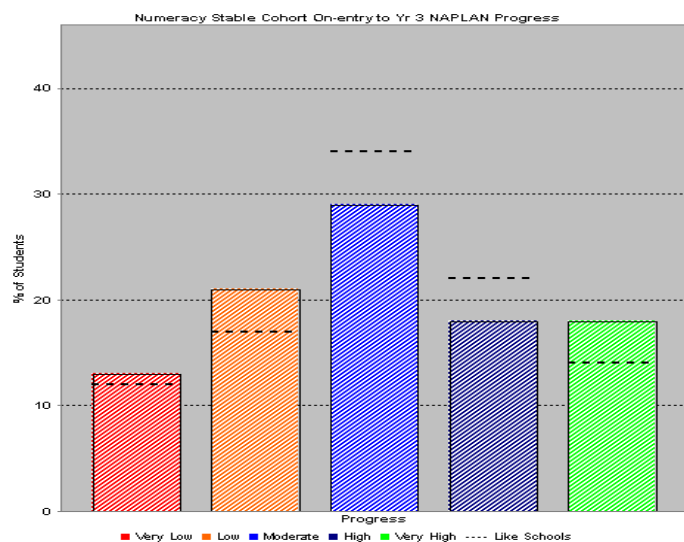
Comments

These figures show that in our reporting, we allocated 17.5% fewer A's, 16% more B's, 9.6% fewer C's and 11% more D's than the NAPLAN results indicate.

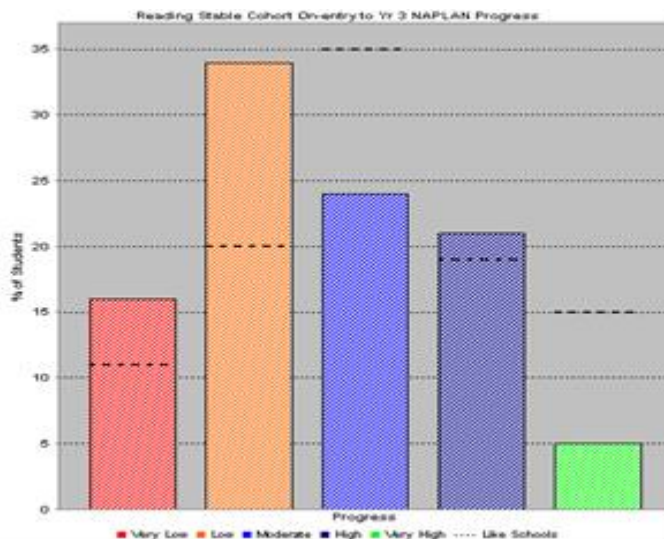
On the whole our 2018 grade allocations understate our performance considerably in comparison to our NAPLAN test results.

Value Adding – Stable Cohorts

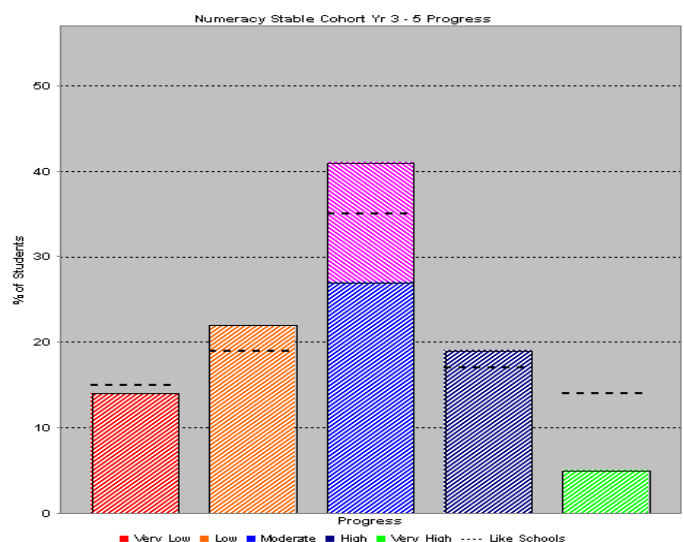
**PP On entry testing 2015 to Year 3
NAPLAN 2018 – Numeracy**



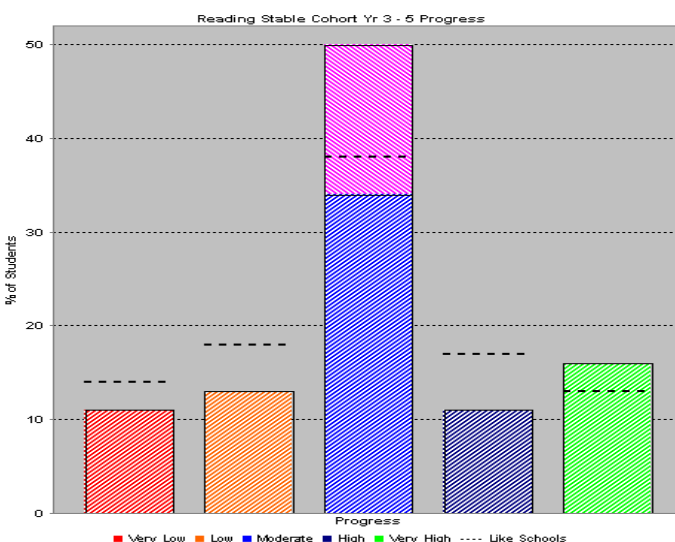
**PP On entry testing 2015 to Year 3
NAPLAN 2018 - Reading**



**Year 3 NAPLAN 2016 to Year 5
NAPLAN 2018 – Numeracy**



**Year 3 NAPLAN 2016 to Year 5
NAPLAN 2018 – Reading**



Whole of School Case Management Plans in addressing NAPLAN band descriptors

Year 3 Mathematics

Identified cohort areas to be addressed in whole class learning experiences:

1. Identifies factors of a number and uses them to solve a problem

Case Management Plan

Band	Target	Group	Focus	Resource
6	8	Extension Group	<p>Compares angles within complex shapes and identifies those that are acute</p> <p>Represents numbers to three decimal places on a number line</p> <p>Selects two multiplication number sentences to represent a combinations problem</p> <p>Interprets a side-by-side column graph to compare categorical variables</p> <p>Identifies expressions which could be used to continue a number pattern</p> <p>Estimates total cost by rounding amounts to the nearest dollar</p> <p>Represents a problem as a number sentence involving multiplication and addition</p> <p>Uses a timetable to solve a problem involving duration of time</p> <p>Compares the area of irregular polygons</p> <p>Calculates the length of an object by subtracting decimal metric units</p> <p>Uses scaled thermometers to compare temperatures</p> <p>Solves a two-step word problem involving multiplication and division</p> <p>Converts litres to millilitres to solve a capacity problem</p> <p>Interprets picture graphs where one picture represents many data values</p> <p>Applies place value knowledge to solve a subtraction problem</p> <p>Identifies possible outcome of rolling a dice once</p> <p>Solves a problem involving division resulting in a remainder</p>	<p><i>First Steps Mathematics Overview</i></p> <p><i>First Steps Number</i></p> <p><i>First Steps Measurement</i></p> <p><i>First Steps Space</i></p> <p>Prodigy</p> <p><i>First Steps Chance and Data</i></p> <p><i>Origo Stepping Stones</i></p>
5	7	Main Group	Interprets a simple two-way data table	<i>First Steps Mathematics Overview</i>

			<p>Solves a multi-step problem involving addition and subtraction using a number line</p> <p>Determines a missing number to make a number sentence true</p> <p>Counts the number of blocks to calculate the volume of cubes</p> <p>Calculates the change required for a simple transaction</p> <p>Identifies a quarter of a whole subdivided into 8 parts</p> <p>Identifies an event where one cannot happen if the other happens</p> <p>Identifies the faces used to make a prism</p> <p>Solves a simple division problem</p> <p>Selects appropriate methods for data collection</p> <p>Identifies a shape after a rotation</p> <p>Makes the largest two-digit number given three possible digits</p> <p>Compares and estimates objects using metric units of length</p> <p>Continues a number pattern involving repeated addition or multiplication</p> <p>Uses the connection between addition and subtraction to write a number sentence</p>	<p><i>First Steps</i> Number</p> <p><i>First Steps</i> Measurement</p> <p><i>First Steps</i> Space</p> <p>Prodigy</p> <p><i>First Steps</i> Chance and Data</p> <p>Origo <i>Stepping Stones</i></p>
2	3	Students At Educational Risk	<p>Interprets a simple two-way data table</p> <p>Solves a multi-step problem involving addition and subtraction using a number line</p> <p>Determines a missing number to make a number sentence true</p> <p>Counts the number of blocks to calculate the volume of cubes</p> <p>Calculates the change required for a simple transaction</p> <p>Identifies a quarter of a whole subdivided into 8 parts</p>	<p><i>First Steps</i> Mathematics Overview</p> <p><i>First Steps</i> Number</p> <p><i>First Steps</i> Measurement</p> <p><i>First Steps</i> Space</p> <p>Prodigy</p> <p><i>First Steps</i> Chance and Data</p> <p>Origo <i>Stepping Stones</i></p>

			<p>Identifies an event where one cannot happen if the other happens</p> <p>Identifies the faces used to make a prism</p> <p>Solves a simple division problem</p> <p>Selects appropriate methods for data collection</p> <p>Identifies a shape after a rotation</p> <p>Makes the largest two-digit number given three possible digits</p> <p>Compares and estimates objects using metric units of length</p> <p>Continues a number pattern involving repeated addition or multiplication Uses the connection between addition and subtraction to write a number sentence.</p>	
Assessment Tools				
NAPLAN data sets, SCSA resources, <i>Stepping Stones</i> assessment modules, On-entry assessments for PP, Like school data comparisons, <i>First Steps</i> Maps of Development, Literacy Net, Numeracy Net, EAL/EAD Progress Maps, Anecdotal comments, Observations, Checklists, Profiles, Portfolios, Records of test results ,Audio & visual recordings, Marking keys and Documented Plans.				

Year 3 Reading

Identified cohort areas to be addressed in whole class learning experiences:

1. Links directly stated information across paragraphs in a personal letter
2. Identifies the purpose of the text layout in an advertisement.

Case Management Plan

Band	Target	Group	Focus	Resource
6	8	Extension Group	<p>Interprets directly stated information in an information text</p> <p>Analyses information to make an inference in an information text</p> <p>Identifies evaluative language to match a theme in an advertisement</p> <p>Interprets directly stated information in a persuasive discussion</p> <p>Interprets vocabulary that contributes to the tone of an advertisement</p>	<p><i>First Steps</i> Reading Map of Development</p> <p><i>First Steps</i> Reading Resource Book</p> <p>PM Benchmarks</p> <p>Reading Eggs</p> <p>Reading Eggs-press</p>

			<p>Identifies the purpose of a sub-heading in an information text</p> <p>Infers the reason for an outcome in an information text</p> <p>Interprets directly stated information in an information text</p> <p>Identifies a difference between an information text and a persuasive text</p> <p>Interprets directly stated information in a narrative</p> <p>Identifies the purpose of the text layout in an advertisement</p>	
5	7	Main Group	<p>Identifies how persuasion is used in the opening paragraph of an information text</p> <p>Links information from the text to the title of an information text</p> <p>Interprets a device used to engage readers of an advertisement</p> <p>Identifies an author's assumption in an advertisement</p> <p>Identifies the author's perspective in an advertisement</p> <p>Identifies directly stated information an advertisement</p> <p>Identifies the significance of an event in an information text</p> <p>Interprets directly stated information in an information text</p> <p>Analyses information to make an inference in an information text</p> <p>Identifies evaluative language to match a theme in an advertisement</p> <p>Interprets directly stated information in a persuasive discussion</p> <p>Interprets vocabulary that contributes to the tone of an advertisement</p>	<p><i>First Steps</i> Reading Map of Development</p> <p><i>First Steps</i> Reading Resource Book</p> <p>PM Benchmarks</p> <p>Reading Eggs</p> <p>Reading Eggs-press</p>

			<p>Identifies the purpose of a sub-heading in an information text</p> <p>Infers the reason for an outcome in an information text</p> <p>Interprets directly stated information in an information text</p> <p>Identifies a difference between an information text and a persuasive text</p> <p>Interprets directly stated information in a narrative</p> <p>Identifies the purpose of the text layout in an advertisement</p> <p>Locates directly stated details in an information text</p> <p>Locates directly stated information in a narrative</p> <p>Evaluates a character trait from behaviour in a narrative</p> <p>Identifies contrasted information in a persuasive discussion</p> <p>Interprets the meaning of figurative language in an information text</p> <p>Identifies the purpose of a paragraph in a narrative</p> <p>Locates directly stated information in a narrative</p> <p>Identifies the main idea of a persuasive discussion</p>	
2	5	Students At Educational Risk	<p>Locates directly stated information across paragraphs in a personal letter</p> <p>Identifies the author's intent in a persuasive discussion</p> <p>Identifies the author's perspective at the end of a persuasive discussion</p> <p>Identifies the purpose of descriptive language in a personal letter</p> <p>Interprets directly stated information in a personal letter</p>	<p><i>First Steps</i> Reading Map of Development</p> <p><i>First Steps</i> Reading Resource Book</p> <p>PM Benchmarks</p> <p>Reading Eggs</p> <p>Reading Eggs-press</p>

			Identifies the setting for a narrative	
			Locates directly stated information in a personal letter	
			Locates directly stated information in a personal letter	
Assessment Tools				
NAPLAN data sets, SCSA resources , PM Benchmarks for Years 1 to 2, Probe Reading Assessment, On-entry assessments for PP, Kindergarten Phonological Awareness Assessment, Like school data comparisons, First Steps Maps of Development, Literacy Net, EAL/EAD Progress Maps, Anecdotal comments, Observations, Checklists, Profiles, Portfolios, Records of test results ,Audio & visual recordings, Marking keys and Documented Plans.				

Year 3 Writing

Identified cohort areas to be addressed in whole class learning experiences:

1. Paragraphing
2. Sentence structure
3. Text structure

Case Management Plan

Band	Target	Group	Focus	Resource
6	8	Extension Group	<p>Sustained and consistent use of precise words and word groups that enhance meaning - cat 4 Vocabulary. [Vocabulary]</p> <p>Ideas are substantial and elaborated and contribute effectively to the central storyline - cat 4 Ideas. [Ideas]</p> <p>Most simple, compound and complex sentences are correct OR all sentences correct but does not demonstrate variety - cat 4 Sentence Structure. [Sentence Structure]</p> <p>Cohesive devices and referring words are used correctly. Meaning is clear and text flows well in a sustained piece of writing - cat 3 Cohesion. [Cohesion]</p> <p>Supports reader understanding and begins</p>	<p><i>First Steps</i> Writing Map of Development</p> <p><i>First Steps</i> Writing Resource Book</p> <p><i>First Steps</i> Linking Assessment, Teaching and Learning</p> <p>Spelling Waves</p> <p>Talk 4 Writing</p>

			<p>to engage the reader through language choices and narrative devices - cat 4 Audience. [Audience]</p> <p>Uses some devices that persuade but use is not sustained - cat 3 Persuasive Devices. [Persuasive Devices]</p> <p>Text contains an orientation, complication and resolution - cat 3 Text Structure. [Text Structure]</p>	
5	7	Main Group	<p>Correct spelling of most simple words, most common words and some difficult words - cat 4 Spelling. [Spelling]</p> <p>All paragraphs are focused on one idea or set of like ideas with at least one paragraph logically constructed - cat 2 Paragraphing. [Paragraphing]</p> <p>Four or more precise words or word groups - cat 3 Vocabulary. [Vocabulary]</p> <p>Sentence level punctuation mostly correct and some other punctuation used correctly OR accurate sentence punctuation with no other markers - cat 3 Punctuation. [Punctuation]</p> <p>Most simple and compound sentences are correct. Some complex sentences are correct - cat 3 Sentence Structure. [Sentence Structure]</p> <p>Ideas relate coherently and show some development or</p>	<p><i>First Steps</i> Writing Map of Development</p> <p><i>First Steps</i> Writing Resource Book</p> <p><i>First Steps</i> Linking Assessment, Teaching and Learning</p> <p>Spelling Waves</p>

			<p>elaboration - cat 3 Ideas. [Ideas]</p> <p>Orients the reader by writing an internally consistent story with sufficient information to support the reader - cat 3 Audience. [Audience]</p> <p>Uses three or more instances of persuasive devices that support the writer's position - cat 2 Persuasive Devices. [Persuasive Devices]</p>	
3	4	Students At Educational Risk	<p>Writing is organised into paragraphs that are mainly focused on one idea or set of like ideas - cat 1 Paragraphing. [Paragraphing]</p> <p>Some accurately punctuated sentences (beginning and end) OR one correctly punctuated sentence and some other punctuation used correctly - cat 2 Punctuation. [Punctuation]</p> <p>Some correct links between sentences. Most referring words are correct. Reader may need to re-read to clarify meaning - cat 2 Cohesion. [Cohesion]</p> <p>Correct sentences are mostly simple and/or compound sentences - cat 2 Sentence Structure. [Sentence Structure]</p> <p>One idea with simple elaboration OR few, related but unelaborated ideas OR many simple, related but unelaborated ideas - cat 2 Ideas. [Ideas]</p>	<p><i>First Steps</i> Writing Map of Development</p> <p><i>First Steps</i> Writing Resource Book</p> <p><i>First Steps</i> Linking Assessment, Teaching and Learning</p> <p>Spelling Waves</p>

			Shows basic awareness of audience by attempting to orient the reader by providing some information - cat 2 Audience. [Audience]	
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Assessment Tools

NAPLAN data sets, SCSA resources , PM Benchmarks for Years 1 to 2, On-entry assessments for PP, Kindergarten Phonological Awareness Assessment, Like school data comparisons, *First Steps* Maps of Development, Literacy Net, EAL/EAD Progress Maps, Anecdotal comments, Observations, Checklists, Profiles, Portfolios, Records of test results ,Audio & visual recordings, Marking keys and Documented Plans.

Year 5 Mathematics

Identified cohort areas to be addressed in whole class learning experiences:

1. Identifies factors of a number and uses them to solve a problem.

Case Management Plan

Band	Target	Group	Focus	Resource
8	9	Extension Group	<p>Calculates the cost of an item after a percentage discount</p> <p>Identifies the five-digit numbers that satisfy a given rule</p> <p>Identifies equivalent fractions used in context</p> <p>Uses a calendar to determine the day of the week of a particular date</p> <p>Identifies factors of a number and uses them to solve a problem</p> <p>Compares angles within complex shapes and identifies those that are acute</p> <p>Represents numbers to three decimal places on a number line</p> <p>Selects two multiplication number sentences to represent a combinations problem</p> <p>Interprets a side-by-side column graph to compare categorical variables</p> <p>Identifies expressions which could be used to continue a number pattern</p> <p>Estimates total cost by rounding amounts to the nearest dollar [Q30]</p>	<p><i>Origo Stepping Stones</i></p> <p><i>First Steps</i> Mathematics Overview</p> <p><i>First Steps</i> Number</p> <p><i>First Steps</i> Measurement</p> <p><i>First Steps</i> Space</p> <p><i>First Steps</i> Chance and Data</p> <p>Prodigy</p>

6	7	Main Group	<p>Represents a problem as a number sentence involving multiplication and addition</p> <p>Uses a timetable to solve a problem involving duration of time</p> <p>Compares the area of irregular polygons</p> <p>Calculates the length of an object by subtracting decimal metric units</p> <p>Uses scaled thermometers to compare temperatures</p> <p>Solves a two-step word problem involving multiplication and division</p> <p>Converts litres to millilitres to solve a capacity problem</p> <p>Interprets picture graphs where one picture represents many data values</p> <p>Applies place value knowledge to solve a subtraction problem</p> <p>Identifies possible outcome of rolling a dice once</p> <p>Solves a problem involving division resulting in a remainder</p>	<p><i>Origo Stepping Stones</i></p> <p><i>First Steps Mathematics Overview</i></p> <p><i>First Steps Number</i></p> <p><i>First Steps Measurement</i></p> <p><i>First Steps Space</i></p> <p><i>First Steps Chance and Data</i></p> <p>Prodigy</p>
4	5	Students At Educational Risk	<p>Identifies a quarter of a whole subdivided into 8 parts</p> <p>Identifies an event where one cannot happen if the other happens</p> <p>Identifies the faces used to make a prism</p> <p>Solves a simple division problem</p> <p>Selects appropriate methods for data collection</p> <p>Identifies a shape after a rotation</p> <p>Makes the largest two-digit number given three possible digits</p> <p>Compares and estimates objects using metric units of length</p> <p>Continues a number pattern involving repeated addition or multiplication</p>	<p><i>Origo Stepping Stones</i></p> <p><i>First Steps Mathematics Overview</i></p> <p><i>First Steps Number</i></p> <p><i>First Steps Measurement</i></p> <p><i>First Steps Space</i></p> <p><i>First Steps Chance and Data</i></p> <p>Prodigy</p>

			<p>Uses the connection between addition and subtraction to write a number sentence</p> <p>Counts the total from a tally table</p> <p>Chooses a suitable scale to describe the data on a column graph</p> <p>Uses directional language to describe a route on a basic map</p>	
Assessment Tools				
NAPLAN data sets, SCSA resources, <i>Stepping Stones</i> assessment modules, On-entry assessments for PP, Like school data comparisons, <i>First Steps</i> Maps of Development, Literacy Net, Numeracy Net, EAL/EAD Progress Maps, Anecdotal comments, Observations, Checklists, Profiles, Portfolios, Records of test results ,Audio & visual recordings, Marking keys and Documented Plans				

Year 5 Reading

Identified cohort areas to be addressed in whole class learning experiences:

1. Links directly stated information across paragraphs in a personal letter
2. Identifies the purpose of the text layout in an advertisement.

Case Management Plan

Band	Target	Group	Focus	Resource
8	10	Extension Group	<p>Infers multiple meanings from the title of a complex essay</p> <p>Synthesises information from across a text in a discussion transcript</p> <p>Identifies a character's perspective in a speech with internal commentary</p> <p>Applies understanding of complicated ideas from a complex essay</p> <p>Evaluate the purpose for the use of italics in a persuasive letter</p> <p>Identifies how a title reflects aspects of a speech with internal commentary</p> <p>Identifies an example of emotive language in an argument</p> <p>Identifies the validity of key information from across a complex essay</p> <p>Identifies the sequence of events in a narrative</p>	<p><i>First Steps</i> Reading Map of Development</p> <p><i>First Steps</i> Reading Resource Book</p> <p>PM Benchmarks</p> <p>Reading Eggs</p> <p>Reading Eggs-press</p>

			<p>Interprets a rhetorical device in a persuasive letter</p> <p>Identifies the writer's opinion of the subject of a complex essay</p> <p>Interprets an implied meaning in a speech with internal commentary</p> <p>Interprets an allusion in the middle of a speech with internal commentary</p> <p>Identifies the effect of an intensifier in a factual description</p> <p>Interprets directly stated information in a factual description</p> <p>Extracts key information and ideas from the middle of a complex essay</p> <p>Infers a character's perspective in a speech with internal commentary</p> <p>Identifies a definition in an information text</p>	
5	6	Main Group	<p>Identifies the purpose of a paragraph in a narrative</p> <p>Locates directly stated information in a narrative</p> <p>Identifies the main idea of a persuasive discussion</p> <p>Identifies the main purpose of a personal letter</p> <p>Interprets a pronoun reference in a persuasive discussion</p> <p>Identifies the purpose of a diagram in an information text</p> <p>Interprets a diagram in an information text</p> <p>Interprets directly stated information in an information text</p>	<p><i>First Steps</i> Reading Map of Development</p> <p><i>First Steps</i> Reading Resource Book</p> <p>PM Benchmarks</p> <p>Reading Eggs</p> <p>Reading Eggs-press</p>
3	4	Students At Educational Risk	<p>Identifies how persuasion is used in the opening paragraph of an information text</p> <p>Links information from the text to the title of an information text</p>	<p><i>First Steps</i> Reading Map of Development</p> <p><i>First Steps</i> Reading Resource Book</p> <p>PM Benchmarks</p>

		<p>Interprets a device used to engage readers of an advertisement</p> <p>Identifies an author's assumption in an advertisement</p> <p>Identifies the author's perspective in an advertisement</p> <p>Identifies directly stated information an advertisement</p> <p>Identifies the significance of an event in an information text</p> <p>Interprets directly stated information in an information text</p> <p>Analyses information to make an inference in an information text</p> <p>Identifies evaluative language to match a theme in an advertisement</p> <p>Interprets directly stated information in a persuasive discussion</p> <p>Interprets vocabulary that contributes to the tone of an advertisement</p> <p>Identifies the purpose of a sub-heading in an information text</p> <p>Infers the reason for an outcome in an information text</p> <p>Interprets directly stated information in an information text</p> <p>Identifies a difference between an information text and a persuasive text</p> <p>Interprets directly stated information in a narrative</p> <p>Identifies the purpose of the text layout in an advertisement</p> <p>Locates directly stated details in an information text</p> <p>Locates directly stated information in a narrative</p> <p>Evaluates a character trait from behaviour in a narrative</p>	<p>Reading Eggs</p> <p>Reading Eggs-press</p>
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			<p>Identifies contrasted information in a persuasive discussion</p> <p>Interprets the meaning of figurative language in an information text</p> <p>Identifies the purpose of a paragraph in a narrative</p> <p>Locates directly stated information in a narrative</p> <p>Identifies the main idea of a persuasive discussion</p> <p>Identifies the main purpose of a personal letter</p> <p>Interprets a pronoun reference in a persuasive discussion</p> <p>Identifies the purpose of a diagram in an information text</p> <p>Interprets a diagram in an information text</p> <p>Interprets directly stated information in an information text</p> <p>Links directly stated information across paragraphs in a personal letter</p> <p>Identifies the author's intent in a persuasive discussion</p> <p>Identifies the author's perspective at the end of a persuasive discussion</p> <p>Identifies the purpose of descriptive language in a personal letter</p> <p>Interprets directly stated information in a personal letter</p> <p>Identifies the setting for a narrative</p>	
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Assessment Tools

NAPLAN data sets, SCSA resources , PM Benchmarks for Years 1 to 2, Probe Reading Assessment, On-entry assessments for PP, Kindergarten Phonological Awareness Assessment, Like school data comparisons, *First Steps* Maps of Development, Literacy Net, EAL/EAD Progress Maps, Anecdotal comments, Observations, Checklists, Profiles, Portfolios, Records of test results ,Audio & visual recordings, Marking keys and Documented Plans.

Year 5 Writing

Identified cohort areas to be addressed in whole class learning experiences:

1. Paragraphing
2. Sentence structure

3. Text structure.

Case Management Plan

Band	Target	Group	Focus	Resource
7	8	Extension Group	<p>Sustained and consistent use of precise words and word groups that enhance meaning - cat 4 Vocabulary. [Vocabulary]</p> <p>Ideas are substantial and elaborated and contribute effectively to the central storyline - cat 4 Ideas. [Ideas]</p> <p>Most simple, compound and complex sentences are correct OR all sentences correct but does not demonstrate variety - cat 4 Sentence Structure. [Sentence Structure]</p> <p>Cohesive devices and referring words are used correctly. Meaning is clear and text flows well in a sustained piece of writing - cat 3 Cohesion. [Cohesion]</p> <p>Supports reader understanding and begins to engage the reader through language choices and narrative devices - cat 4 Audience. [Audience]</p> <p>Uses some devices that persuade but use is not sustained - cat 3 Persuasive Devices. [Persuasive Devices]</p> <p>Text contains an orientation, complication and resolution - cat 3 Text Structure. [Text Structure]</p>	<p><i>First Steps</i> Writing Map of Development</p> <p><i>First Steps</i> Writing Resource Book</p> <p><i>First Steps</i> Linking Assessment, Teaching and Learning</p> <p>Spelling Waves</p> <p>Talk 4 Writing</p>
4	5	Main Group	<p>Most simple and compound sentences are correct. Some complex sentences are correct - cat 3 Sentence Structure. [Sentence Structure]</p> <p>Ideas relate coherently and show some development or elaboration - cat 3 Ideas. [Ideas]</p> <p>Orients the reader by writing an internally consistent story with</p>	<p><i>First Steps</i> Writing Map of Development</p> <p><i>First Steps</i> Writing Resource Book</p> <p><i>First Steps</i> Linking Assessment, Teaching and Learning</p> <p>Spelling Waves</p>

			<p>sufficient information to support the reader - cat 3 Audience. [Audience]</p> <p>Uses three or more instances of persuasive devices that support the writer's position - cat 2 Persuasive Devices. [Persuasive Devices]</p> <p>Text contains a beginning and a complication - cat 2 Text Structure. [Text Structure]</p> <p>Correct spelling of most simple words and common words - cat 3 Spelling. [Spelling]</p>	
3	4	Students At Educational Risk	<p>Text contains a beginning and a complication - cat 2 Text Structure. [Text Structure]</p> <p>Correct spelling of most simple words and common words - cat 3 Spelling. [Spelling]</p> <p>Writing is organised into paragraphs that are mainly focused on one idea or set of like ideas - cat 1 Paragraphing. [Paragraphing]</p> <p>Some accurately punctuated sentences (beginning and end) OR one correctly punctuated sentence and some other punctuation used correctly - cat 2 Punctuation. [Punctuation]</p> <p>Some correct links between sentences. Most referring words are correct. Reader may need to re-read to clarify meaning - cat 2 Cohesion. [Cohesion]</p> <p>Correct sentences are mostly simple and/or compound sentences - cat 2 Sentence Structure. [Sentence Structure]</p> <p>One idea with simple elaboration OR few, related but unelaborated ideas OR many simple, related but unelaborated ideas - cat 2 Ideas. [Ideas]</p> <p>Shows basic awareness of audience by attempting to orient the reader by providing some</p>	<p><i>First Steps</i> Writing Map of Development</p> <p><i>First Steps</i> Writing Resource Book</p> <p><i>First Steps</i> Linking Assessment, Teaching and Learning</p> <p>Spelling Waves</p>

		information - cat 2 Audience. [Audience]	
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Assessment Tools

NAPLAN data sets, SCSA resources , PM Benchmarks for Years 1 to 2, On-entry assessments for PP, Kindergarten Phonological Awareness Assessment, Like school data comparisons, *First Steps* Maps of Development, Literacy Net, EAL/EAD Progress Maps, Anecdotal comments, Observations, Checklists, Profiles, Portfolios, Records of test results ,Audio & visual recordings, Marking keys and Documented Plans.

Actions for Improvement

Use of school-based leaders to facilitate the implementation of whole-school approaches to literacy that include: improvement targets for NAPLAN results; a focus on the teaching of essential literacy skills; and a case-management approach for students at risk of falling below national minimum standards and for students in the middle to upper proficiency bands.

KP1 Focus on on-entry assessment data to guide planning. Phase of Learning Team Leaders to assist to build the capacity of the school to improve literacy through modelling, mentoring and coaching. Provide teachers with time to develop case-management plans, collaboratively plan, moderate, reflect and review.

Teachers will assist colleagues by: modelling a range of effective strategies for explicit instruction of reading and writing to teachers (*First Steps* focus) through a structured professional learning program, assisting teachers to teach, assess and monitor reading development using the range of tools promoted by the school, through one-to-one meetings and modelling evidence-based strategies.

We will continue to develop a whole school approach to learning and teaching literacy that is founded on sequences of content and instructional practices, including *First Steps* – Guided Reading, that are consistent within and across phases of schooling; utilise formative assessment related to diagnostic maps of progress as an integral part of the learning, teaching and assessment cycle; effectively translate assessment information into focused instruction; develop case-management plans for identified students detailing learning and teaching strategies and achievement targets; map and implement the revised *Western Australian Curriculum* for all learning areas.

The level of fine grained analysis and follow up are clearly articulated in the school's response to 2018 NAPLAN results as set out in our whole school, group and individual Case Management Plans (see above).

Using band attainment and progression modelling for individual students we have set the following operational targets for 2019:

Year 3 Reading

8% or more of students achieve in band 7 or above level of achievement.
24% or more of students achieve in band 5 or above level of achievement.
57% or more of students achieve in band 3 or above level of achievement.
12% or less of students achieve in band 1/2 level of achievement.

Year 3 Writing

4% or more of students achieve in band 6 or above level of achievement.
27% or more of students achieve in band 5 or above level of achievement.
57% or more of students achieve in band 3 or above level of achievement.
12% or less of students achieve in band 1/2 level of achievement.

Year 3 Mathematics

10% or more of students achieve in band 6 or above level of achievement.
14% or more of students achieve in band 5 or above level of achievement.
65% or more of students achieve in band 3 or above level of achievement.
12% or less of students achieve in band 1/2 level of achievement.

Year 5 Reading

4% or more of students achieve in band 8 or above level of achievement.
35% or more of students achieve in band 7 or above level of achievement.
44% or more of students achieve in band 5 or above level of achievement.
15% or less of students achieve in band 1/2/3/4 level of achievement.

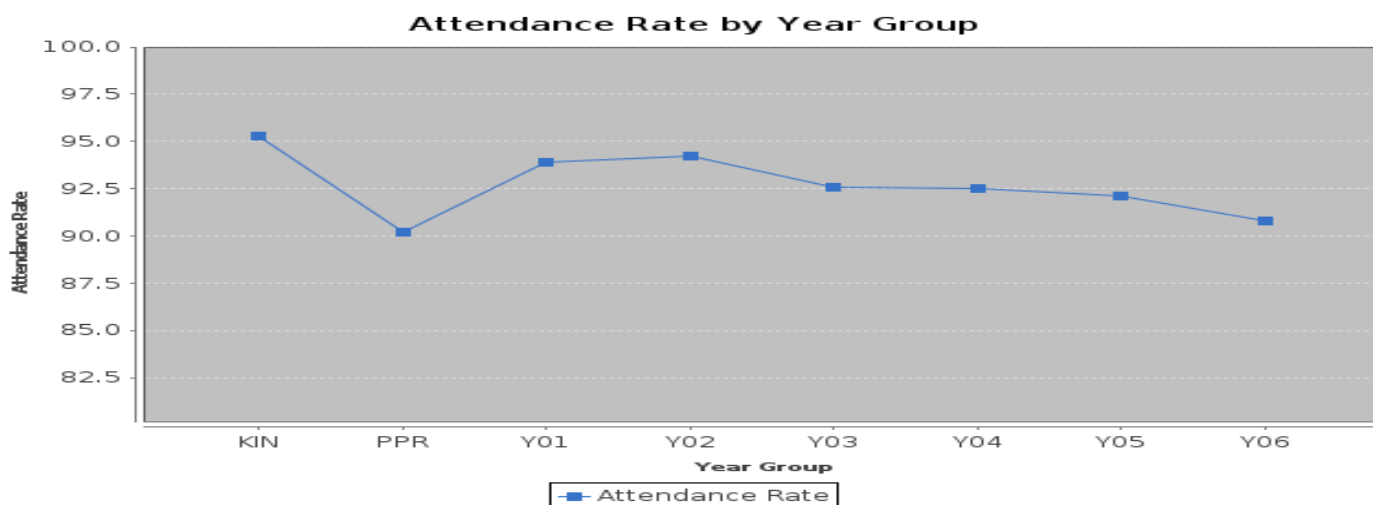
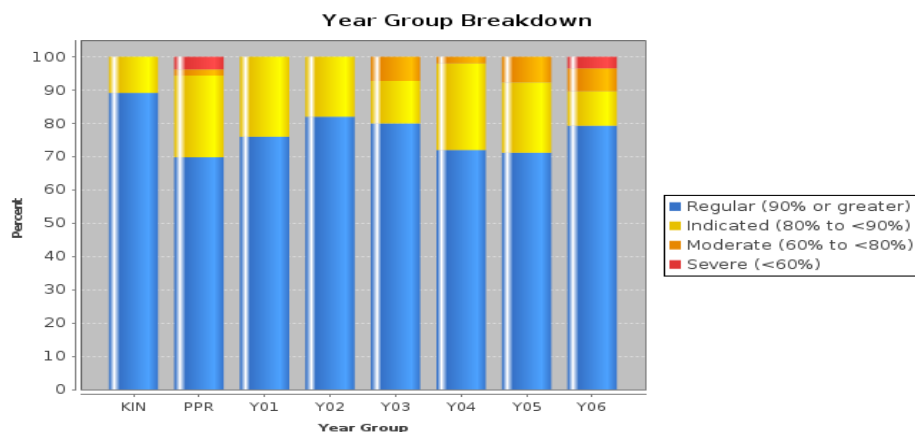
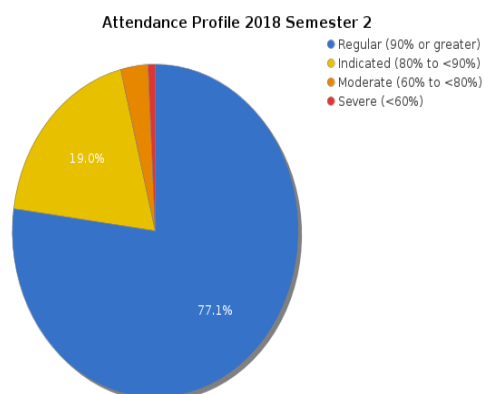
Year 5 Writing

7% or more of students achieve in band 8 or above level of achievement.
24% or more of students achieve in band 7 or above level of achievement.
49% or more of students achieve in band 5 or above level of achievement.
20% or less of students achieve in band 1/2/3/4 level of achievement.

Year 5 Mathematics

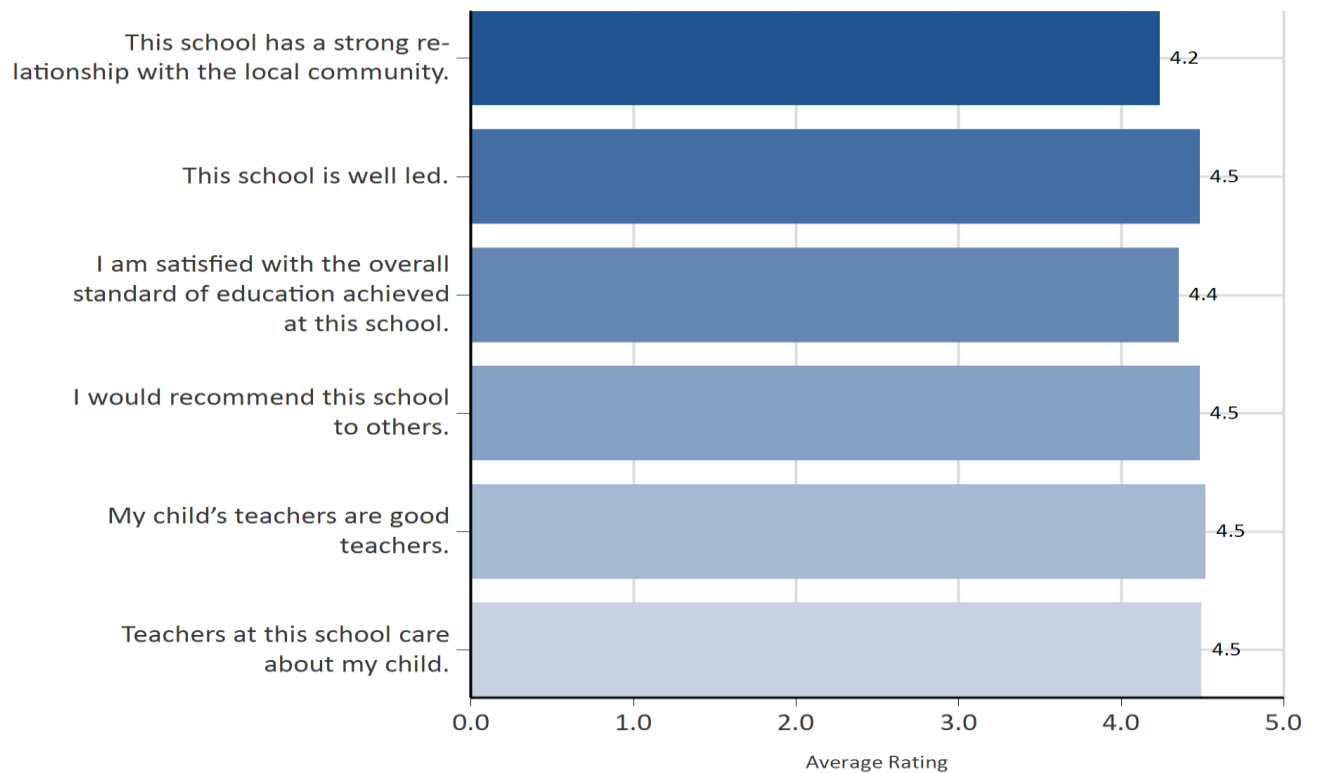
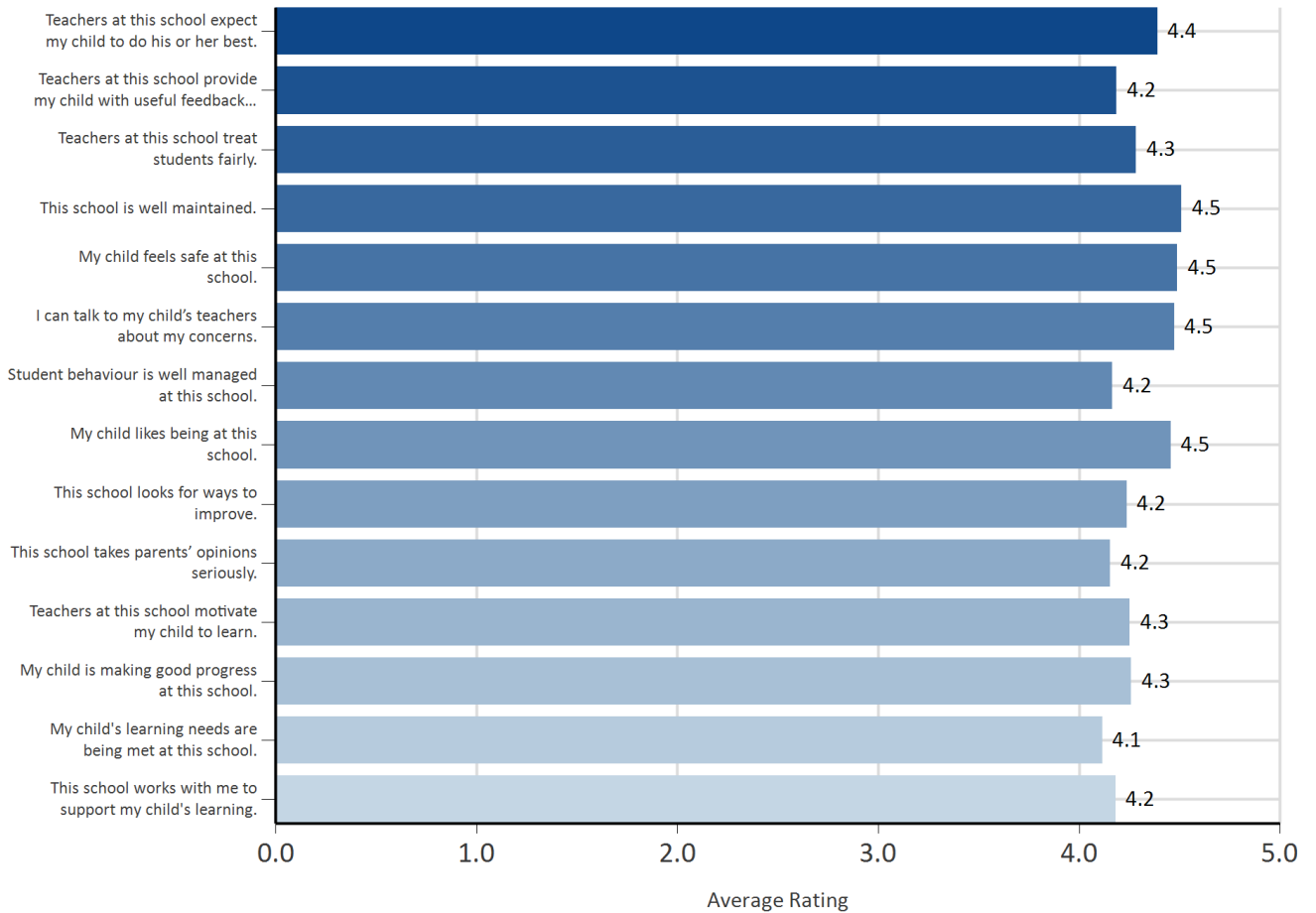
4% or more of students achieve in band 8 or above level of achievement.
27% or more of students achieve in band 7 or above level of achievement.
56% or more of students achieve in band 5 or above level of achievement.
13% or less of students achieve in band 1/2/3/4 level of achievement.

Attendance

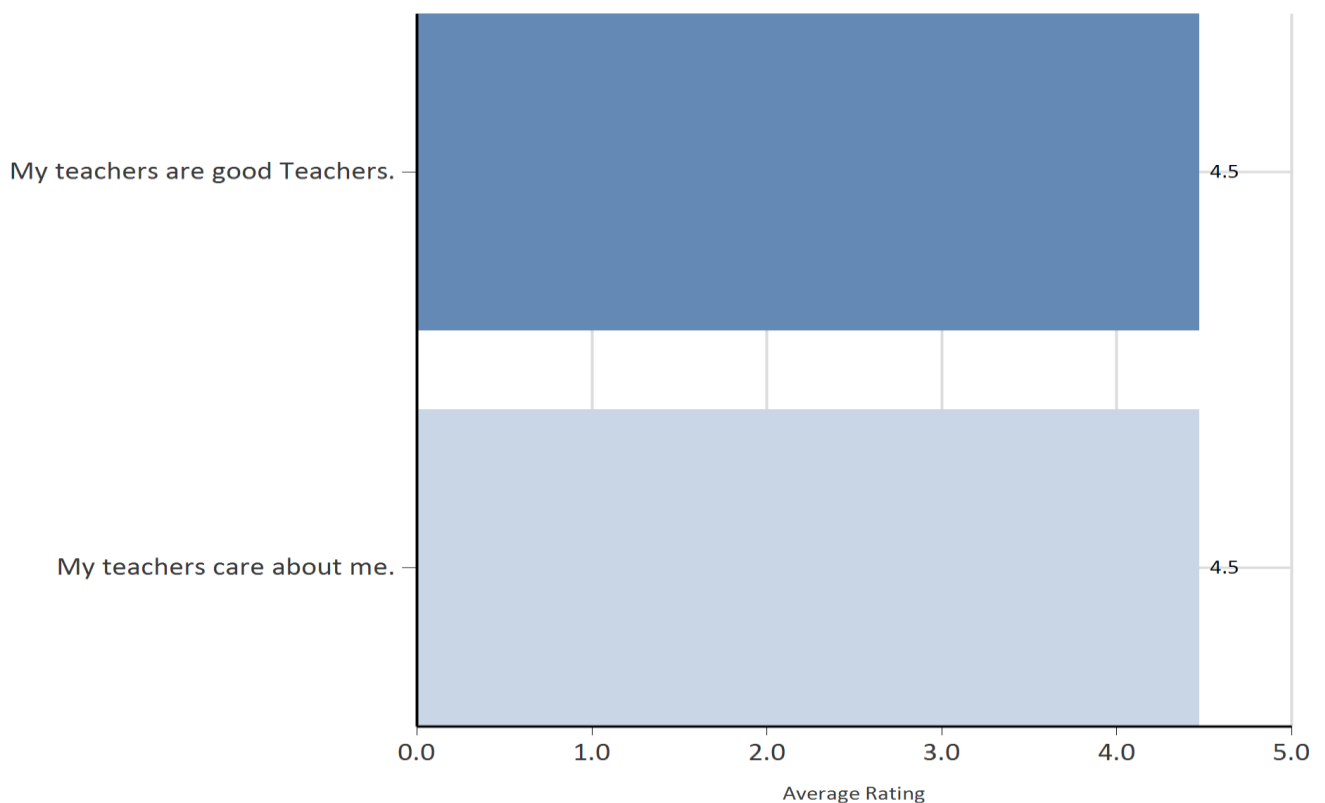
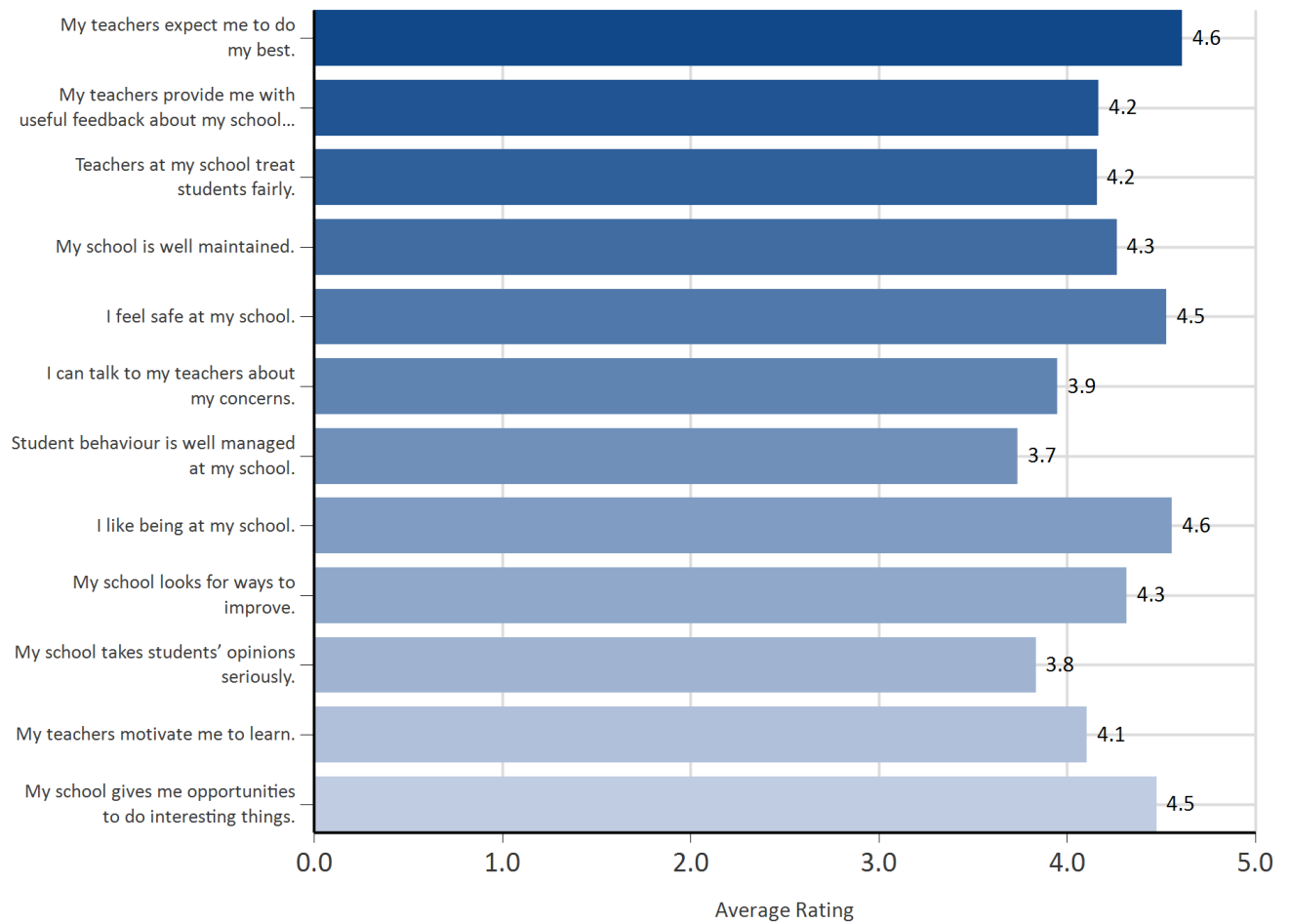


Satisfaction Rates

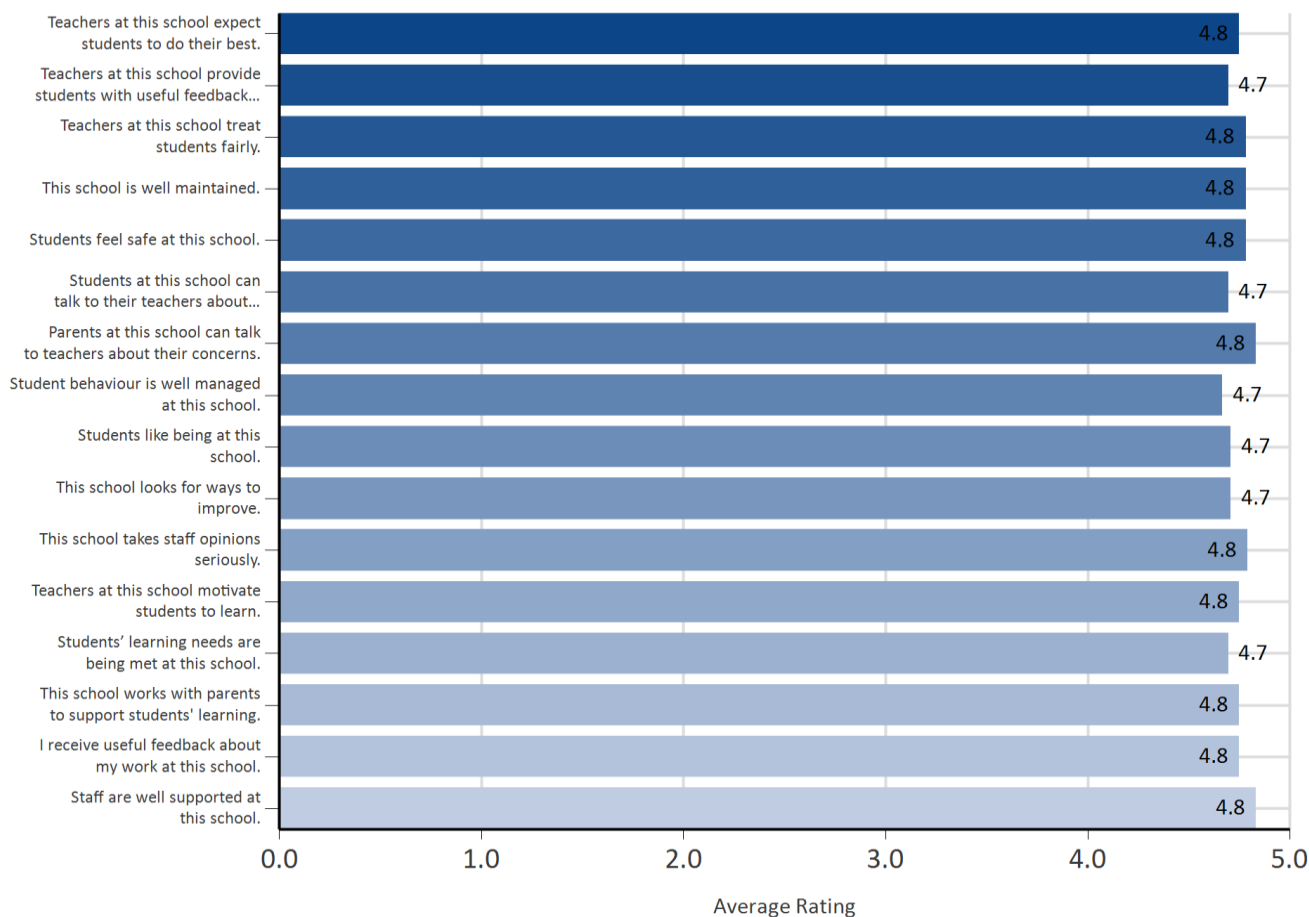
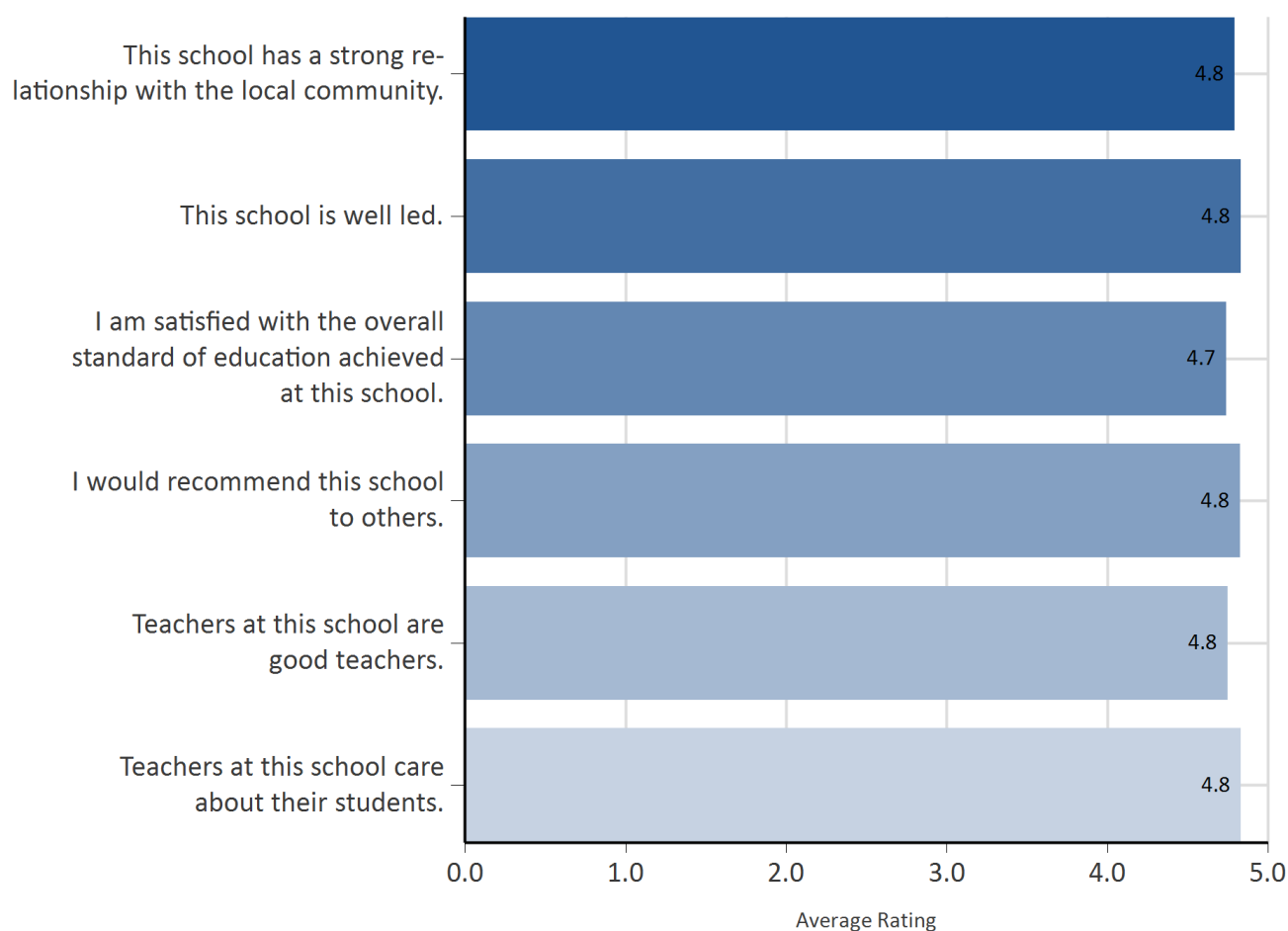
Parents



Students



Staff



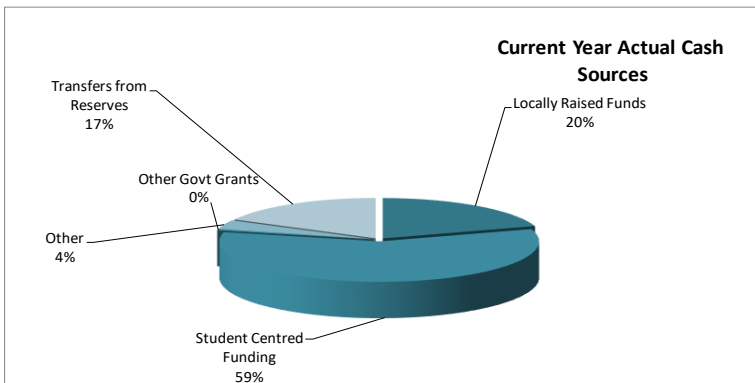


SOUTH PADBURY
PRIMARY SCHOOL
Pursuit of Knowledge and Excellence

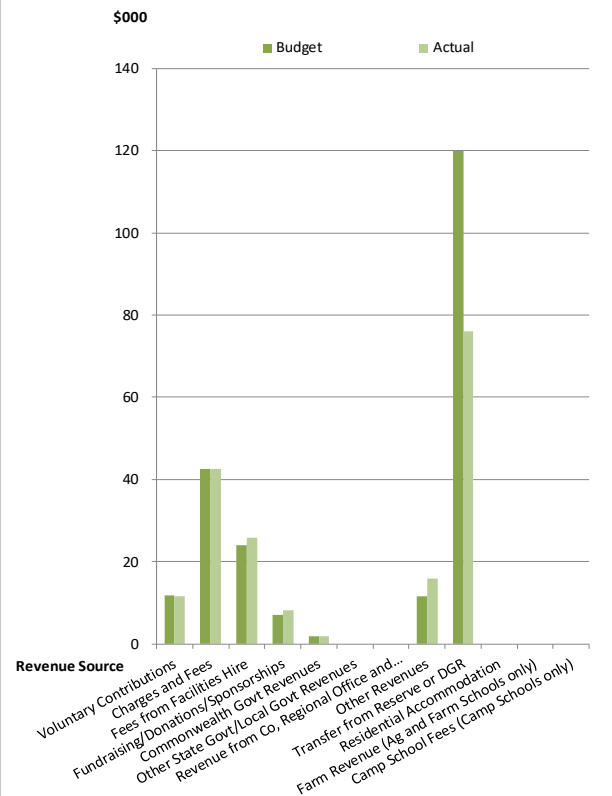
South Padbury Primary School

Financial Summary as at 16 January 2019

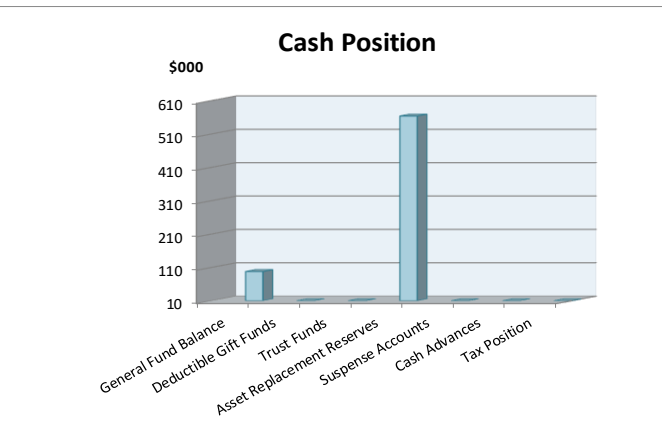
Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 11,839.00	\$ 11,653.00
2	Charges and Fees	\$ 42,640.00	\$ 42,642.88
3	Fees from Facilities Hire	\$ 24,078.00	\$ 25,919.38
4	Fundraising/Donations/Sponsorships	\$ 7,100.00	\$ 8,112.20
5	Commonwealth Govt Revenues	\$ 1,801.00	\$ 1,800.94
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 11,560.00	\$ 15,975.67
9	Transfer from Reserve or DGR	\$ 120,000.00	\$ 75,995.61
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 219,018.00	\$ 182,099.68
Opening Balance		\$ 80,853.00	\$ 80,853.05
Student Centred Funding		\$ 257,906.00	\$ 257,905.96
Total Cash Funds Available		\$ 557,777.00	\$ 520,858.69
Total Salary Allocation		\$ 3,654,328.00	\$ 3,654,328.00
Total Funds Available		\$ 4,212,105.00	\$ 4,175,186.69



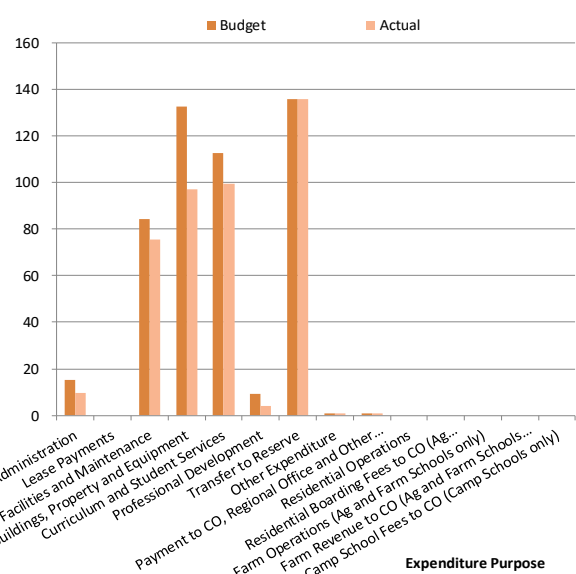
Locally Generated Revenue - Budget vs Actual



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 15,257.00	\$ 9,794.77
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 84,400.00	\$ 75,551.38
4	Buildings, Property and Equipment	\$ 132,424.00	\$ 96,852.43
5	Curriculum and Student Services	\$ 112,500.00	\$ 99,503.63
6	Professional Development	\$ 9,400.00	\$ 3,962.66
7	Transfer to Reserve	\$ 135,759.00	\$ 135,759.00
8	Other Expenditure	\$ 994.00	\$ 896.98
9	Payment to CO, Regional Office and Other Schools	\$ 930.00	\$ 697.09
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		\$ 491,664.00	\$ 423,017.94
Total Forecast Salary Expenditure		\$ 3,015,063.00	\$ 3,015,063.00
Total Expenditure		\$ 3,506,727.00	\$ 3,438,080.94
Cash Budget Variance		\$ 66,113.00	



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 663,155.12
Made up of:	
1 General Fund Balance	\$ 97,840.75
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 563,914.87
5 Suspense Accounts	\$ 2,040.50
6 Cash Advances	\$ 100.00
7 Tax Position	\$ 541.00
Total Bank Balance:	\$ 663,155.12

IPS Report

During 2018 SPPS underwent our 3-year IPS Review. The review team's summary is;

South Padbury Primary School has a friendly and professional atmosphere. The school has very strong community support as indicated by Parents and Citizens' Association attendance and activity and parent engagement in a wide range of formal and informal school activities. Staff and parent involvement in extracurricular programs demonstrates their commitment to the implementation of a well-rounded education. The culture of the school is characterised by positive and supportive professional relationships, a commitment to a collaborative approach to planning, evidence-based decision-making around teaching and learning, and attention to the social, emotional and academic needs of all students. The current leadership team has led an impressive school improvement agenda which has included consolidating whole-of-school approaches to literacy and numeracy, high levels of staff collaboration in planning programs, and detailed attention to student performance data to inform planning to meet the needs of every student and a differentiated curriculum. Staff commitment to whole-of-school approaches is high, contributing to improved academic performance and student behaviour. The leadership team members are active instructional leaders playing lead roles in curriculum, pedagogy and pastoral care. Systems are now well established. Developing a more distributed leadership model in the future would enhance the sustainability of the school improvement program.

Principal's Report

The 2018 academic year was an extremely productive, successful and rewarding experience for the school community. In reviewing 2018 it is important to view the year within the holistic context of being the beginning of our 3 - year Business Plan 2018-2020. Embedded into the strategic plan are a series of performance indicators which include;

- Test data
- Attendance data
- Resources
- Finances
- Student engagement
- Community engagement and Staff and Parent/carer satisfaction rates.

After the first year of the implementation of the plan, I am pleased to report to the school community that every single performance indicator has been achieved at a satisfactory level and these accomplishments have been articulated in this report.

Operating within the broad parameters of a Department of Education school, we are cognisant of the fact that the educational landscape is constantly changing. Educational fads come and go, but our vision and practice is crystal clear. We focus on;

- Whole of school, evidence based strategies in the teaching of Literacy and Numeracy
- Using valid and meaningful data to drive curriculum planning and delivery
- Strong school leadership with an emphasis on instructional leadership and a developed distributed leadership model
- Strong and meaningful school/home/community links.

I believe that it is this level of focus that has seen the school's extraordinary transformation over the past 5 years.

Our staff are unified, committed to whole of school practices and committed to the welfare of our students. With such high calibre staff, outstanding resourcing and a committed and enthusiastic school community, we are in the position to improve even more and continue striving for excellence.

I also thank and commend the exemplary financial management skills of the school's Manager Corporate Services Mrs Elaine Hill, a supportive and proactive parental body via the School Board and P&C and a highly motivated, autonomous and skilled staff.

Given the strong foundations that we've laid and our strong present standing, we are in an outstanding position to face and conquer the challenges that lie ahead.

David Knox
PRINCIPAL
March 2019