

Together | Inspire | Respect



EAST MADDINGTON PRIMARY SCHOOL

2018 Annual Report



OUR MORAL PURPOSE

*'We work together to make a difference for every child,
through respectful relationships and inspiring opportunities for success.'*



Introduction

East Maddington Primary School is a vibrant and inclusive school which embraces innovation and caters for all individuals from Kindergarten to Year 6, by providing a wide range of programs and specialist support. Our enrolments have continued to rise as we have become a 'school of choice' in the local area. Our enrolment of

around 400 students includes about 30% with English as an Additional Language or Dialect and about thirty five different languages other than English are spoken at home. Our Aboriginal population is approximately 10%. Families are regularly invited into the school to celebrate events which acknowledge our diversity and achievement.

Quality Teaching and Education

The School Curriculum and Standards Authority (SCSA) and the Western Australian Curriculum guide our planning. We differentiate learning tasks and set targets for all students. To lead learning programs we employ Literacy and Numeracy Specialists, an EAL/D Specialist and an EAL/D Education Assistant. We provide specialist programs in Music, Physical Education, Information Technology and Languages other than English (Indonesian). We are a Waste Wise, Asthma Friendly and Sun Smart School. We run a Kitchen Garden program which promotes healthy eating via cooking and gardening lessons and integrates Science Technology Engineering and Mathematics (STEM) projects.

Other enrichment programs include: SIMS Guitar lessons for Year 5 and 6, whole school Guided Reading, Multilit and Minilit, Sound Waves Spelling, Diana Rigg K-2, Seven Steps to Writing, Social and Emotional programs; PAThS and Kids Matter, Have Sum Fun Online, Clever Talk, Drop Everything and Read (DEAR), Reading Eggs, Lexile Reading, Primary Extension and Academic Challenge (PEAC) and swimming.

Our Partnerships

We build strong links with families and community agencies. We are supported by an active Parents and Citizens Association and School Council. A Breakfast Club is funded by FoodBank and run by volunteers. Noongar Well Being and Sports run homework classes for Aboriginal students and we employ an AIEO to cater for Aboriginal student needs. Gosnells City Council support programs within the school such as Drumbeat. Youthcare provides a Chaplain to support pastoral care for the diverse needs in our community. The Smith Family fund a wide range of programs within and after hours at the school including a Learning Club.

SCHOOL IMPROVEMENT JOURNEY: FOGARTY EDVANCE

In 2018 our school joined the Fogarty EdVance School Improvement Program. The first step in this process was to gather baseline data by conducting surveys of staff, students and families. Our leadership team engaged in extensive reading of research papers describing strategies that are characteristic of high performing schools. Using a 'Transformational Framework' we identified improvement areas for our school.

Our Moral Purpose

Our school motto is; 'Together Inspire Respect'. In 2018 we defined a new moral purpose which encapsulates what we, as a whole staff believe and which underpins all our decisions and direction.

'We work together to make a difference for every child through respectful relationships and inspiring opportunities for success.'

Our Aspiration

In 2017 and 2018 we achieved 'at' or 'above' like schools in six out of the ten NAPLAN areas. In the next two years we aim to improve this achievement and aspire to move all academic performance from 'at' or 'below' like schools, to 'above' like schools and closer to the mean of WA schools.

Our 2018 Priorities

- Success for all Students: improve student achievement in Literacy and Numeracy
- Quality Teaching: build staff capacity to produce an expert teaching team, and
- Conditions for Learning: increase student well-being and engagement.

Mentoring and Professional Learning

The Fogarty EdVance Program provided ongoing support from an experienced mentor. Professional Learning for the Leadership Team provided research based evidence to enable us to define a clear strategic direction with specific and measurable targets. Our current best practice has been articulated into the Strategic Plan 2018-2020 and our success will be assured through the monitoring of our progress twice a term. Existing programs and best practice was consolidated, monitored, supported and resourced.

Consolidation of Best Practice

- Implement whole school scope and sequence plans for Literacy and Numeracy.
- Consolidate our Agreed Practice Framework to ensure consistency of pedagogy.
- Build upon our repertoire of effective instructional teaching strategies through classroom observation, mentoring and collaborative practice.
- Conduct regular Professional Learning Team Meetings.
- Provide relevant Professional Learning linked to the Strategic Plan.
- Revise data collection processes, analyse and track student data.
- Distribute leadership widely and share responsibility for the Strategic Plan.
- Set high expectations and challenge students through fostering a growth mindset.
- Improve communication and participation with all sectors of our school community.

We look forward to continuing to build upon our strengths in 2019. Through participation in the Fogarty EdVance Program (2018-2020) we aim to further improve student achievement and build strong relationships with our community.

Discover more about what our school can offer your child by going to our website:

eastmaddingtonps.wa.edu.au

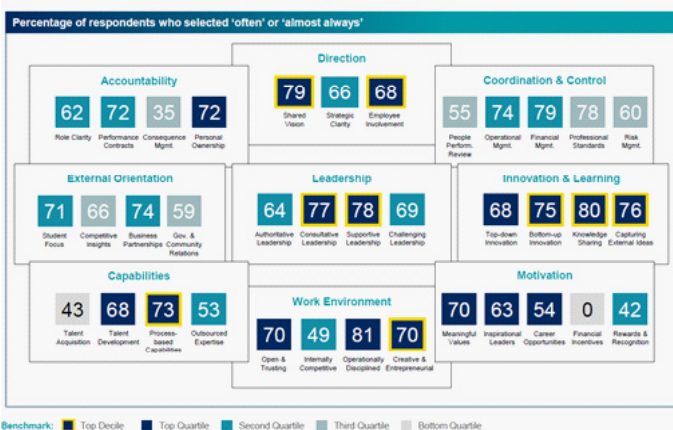
SURVEY ANALYSIS

ORGANISATIONAL HEALTH INDEX

The 'Organisational Health Index' survey indicated that our school was in the top quartile of all organisations normed worldwide. Our strengths lay in the areas of Capabilities, Leadership, Direction, Work Environment and Motivation.



East Maddington Primary School's practice profile



Tell Them From Me: Student Survey (140 respondents)

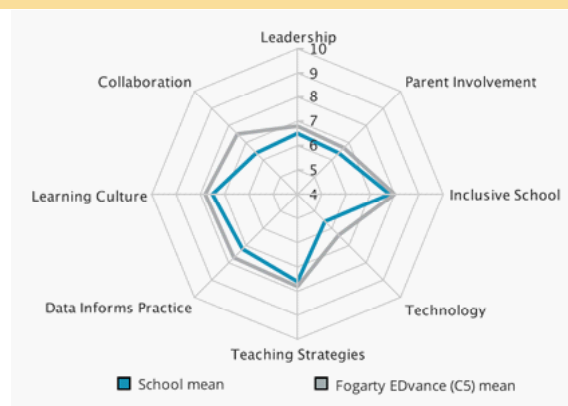
Strengths:

- Value school outcomes 99%
- There is positive behaviour at our school 96%
- Students try hard 90%
- Feel a positive sense of belonging 84%
- Interested and motivated 83%
- Teachers tell me what I need to learn next to get better 83%
- Positive relationships at school 79%
- Feel safe 78%
- High expectations for success 8.9
- Positive student teacher relationships 8.5

Areas for improvement:

- High skill – high challenge: 50% = tasks match skills
- High skill - low challenge: 27% = not challenged
- Low skill - low challenge: 4% apathy and risk of dropping out
- Low skill – high challenge: 19% anxiety

Tell Them From Me: Teacher Survey (21 respondents)



Strengths:

Inclusive School 7.8

- I establish clear expectations of classroom behaviour 9.4
- I strive to understand the learning needs of students with special needs 8

Learning Culture 7.5

- I monitor progress of individuals 8.3
- I am effective working with students who have behavioural problems 8.1

Teaching Strategies 7.6

- I link new concepts to previously mastered skills and knowledge 8.3
- I use two or more teaching strategies in most class periods 8.5

Areas for improvement:

Leadership 6.5

- School Leaders have taken time to observe my teaching 5.5

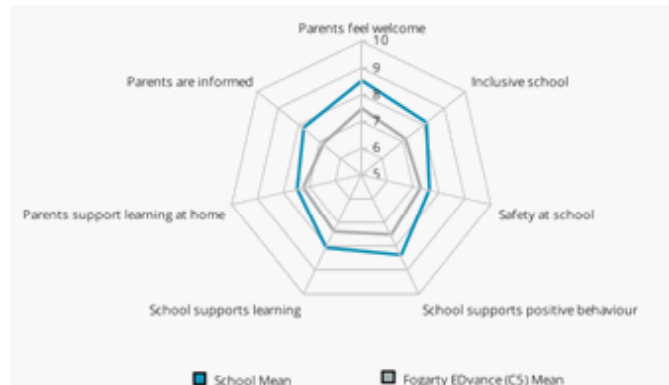
Collaboration 6.4

- Teachers shared learning goals students with me 5.2
- Teachers share lesson plans and materials with me 5.4
- Teachers give me feedback about my teaching 5.4

Parent Involvement 6.4

- I ask parents to comment on students' work 4.3
- I make an effort to involve parents and other community members in creating learning opportunities 6.0
- I share students' learning goals with their parents 6.4

Tell Them From Me: Parent Survey (93 respondents)



Strengths:

- Feel welcome 8.5
- Inclusive 8.1
- Feel informed 7.8
- Think that the school supports positive behaviour 8.4
- Feel that their children are safe 8.3
- Think that the school supports learning 8.1

Areas for focus:

- Improved communication methods
- Increase opportunities to meet with teachers
- Opportunities to engage as members of committees
- Sharing information on student progress
- Continue to ensure fair treatment of all children
- Continue focus on anti bullying

NATIONAL OPINION SURVEY

	Areas of strength	Areas to address	Actions
Students	<ul style="list-style-type: none"> High teacher expectations Motivated teachers Students enjoy school Teachers motivate students 	<ul style="list-style-type: none"> Behaviour Management Approachability of staff for students Value student opinions and being able to talk to teachers about concerns Opportunities for students to do things of interest. 	<ul style="list-style-type: none"> Behaviour Management Policy is being revised this year by a committee. Discussion with Student representatives at Kids Council meetings. Maintain relationships with past students. Teachers to make time to talk and listen to children. Allowing students to talk to past teachers regarding concerns. 'Suggestion Box' with a proforma for students to list concerns and possible solutions. Discussion at Kids Council meetings.
Staff	<ul style="list-style-type: none"> We look for ways to improve Good pastoral care Inclusive Approachable Motivate students High teacher expectations Happy students Support student needs 	<ul style="list-style-type: none"> Maintenance Feedback Teacher Support Staff opinions valued Behaviour Management Standard of education achieved 	<ul style="list-style-type: none"> Ongoing maintenance/improvements continuing throughout school buildings and grounds. Performance Management Barrie Bennett sharing, reflections, classroom observations, formal and informal feedback. Peer observation. Admin open doors Whole school approach – agreed practice learning areas Professional Learning Team meetings Fogarty access to expert specialists Performance Management meetings. Staff and Curriculum Leadership Meetings. Communication through Maddington Matters, newsletters. Daily notices and emails. Reflection about ways to demonstrate appreciation of each other.. Fogarty EdVance program to drive school improvement Analyses of achievement levels
Parents	<ul style="list-style-type: none"> High teacher expectations School is well-maintained Children love to be at school Teachers are approachable Teachers teach well Students feel safe Good progress Friendly environment 	<ul style="list-style-type: none"> Working with parents to support child's educational learning Meeting children's educational needs Managing students' behaviour Taking parents' opinions seriously 	<ul style="list-style-type: none"> Bullying education.. Seek parents opinions. Parent Workshops and 3 way interviews Targets to be communicated with parents once a term. Establish connections with outside agencies to support target students with homework. Suggestion Box' with a proforma for parents to list concerns and possible solutions. P&C Meetings, open door policy in Admin, School Council meetings. Parent Surveys. EAL/D parents encouraged to become involved in school community activities.

NAPLAN RESULTS

NAPLAN

	2017 (2016 - 2017)	2018 (2017 - 2018)
Overall Absolute Achievement	-0.6	-0.7
- Trend		↔
- Change		↔
Overall Relative Achievement	0.14	-0.25
- Year 3	-0.39	-0.36
- Year 5	0.43	-0.17
- Year 7		
- Year 9		
Overall Progress	1.05	0.71
- Numeracy	0.56	0.42
- Reading	-0.07	-0.07
- Writing	0.90	0.81

- Overall NAPLAN progress was better than expected over the last two years with a 0.71 standard deviation above expected.
- Numeracy progress was 0.42 standard deviation which is within expected range.
- Reading progress was -0.07 standard deviation less than expected.
- Writing was 0.81 standard deviation above expected.
- Overall NAPLAN achievement was -0.25 standard deviation below expected over the last two years.
- In 2017:
 - Year 3 achievement was -0.36 standard deviation below expected.
- Year 5 achievement was -0.17 standard deviation below expected.

	Year 3			Year 5		
	2016	2017	2018	2016	2017	2018
Numeracy	0.5	-0.5	-0.5	0.7	0.9	0.6
Reading	0.5	-0.1	-0.1	0.3	0.1	-0.2
Writing	-0.5	-0.4	-0.4	0.9	1.7	-0.1
Spelling	1.0	1.0	0.1	-0.5	-0.2	0.2
Grammar & Punctuation	0.3	0.8	-0.3	0.2	-0.4	0.1

Analysis

- Year 3 and 5 achieved within one standard deviation of the predicted school mean in every NAPLAN subject.
- Year 3 achieved one standard deviation above the mean in 2017 in Spelling.
- Year 5 achieved more than one standard deviation above the mean in Writing in 2017.

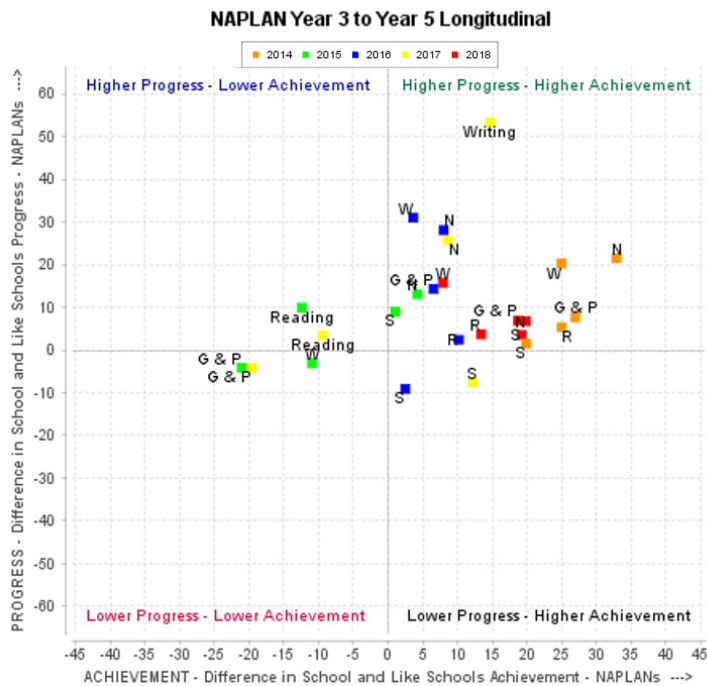
Actions

- Diana Rigg sequence implemented.
- Introduced Sound Waves in 2016.
- Introduced Seven Steps in Writing in 2017 as a whole school program.

	Above Expected - more than one standard deviation above the predicted school
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

NAPLAN RESULTS CONTINUED

Student Progress and Achievement Compared with Like Schools



Analysis

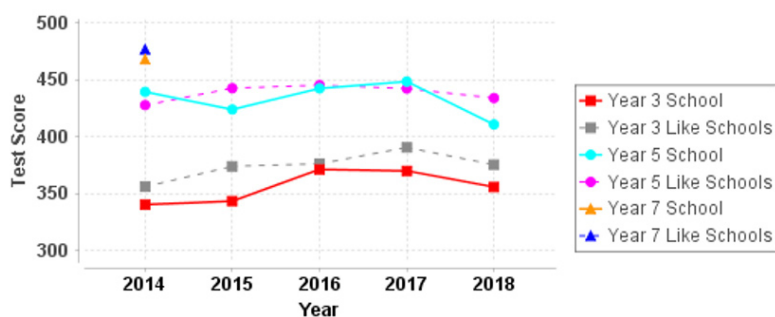
- In 2014 and 2018 all achievement was in the High Achievement/High Progress quadrant.
- Writing achievement decreased 2017-2018.
- Spelling, Grammar and Punctuation and Reading improved 2017-2018.
- Numeracy achievement in 2018 was higher but less progress decreased.

Actions

- Analyse Writing Scope and Sequence and liaise with teachers about PD needs.
- Continue Sound Waves as progress is showing improvement.
- Review Grammar and Punctuation program to identify what is working as progress from 2017-2018 was positive.
- Focus on Reading strategies.

WRITING RESULTS

Average Writing Score



Analysis

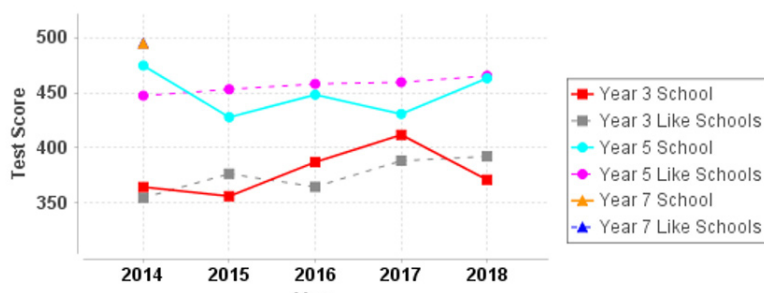
- Year 3 and 5 achieved lower than expected to like schools.
- Year 5 achieved significantly lower than in 2017.
- Our schools and like schools achieved lower than in 2017.
- Year 3's achievement has continued to drop over two years.

Actions

- Introduced 7 Steps for Writing.
- Brightpath moderation commenced.
- Sound Waves for Years 2-6 introduced.
- Confirmed Scope and Sequence in Grammar.
- Agreed Practice defines time allocation.

GRAMMAR AND PUNCTUATION RESULTS

Average Grammar & Punctuation Score



Analysis

- Year 3 achieved lower than like schools.
- Year 5 achieved the same as like schools.
- Year 3 improved from 2015-2017 and achieved above like schools.
- Year 5 achieved lower than like schools from 2015-2017.

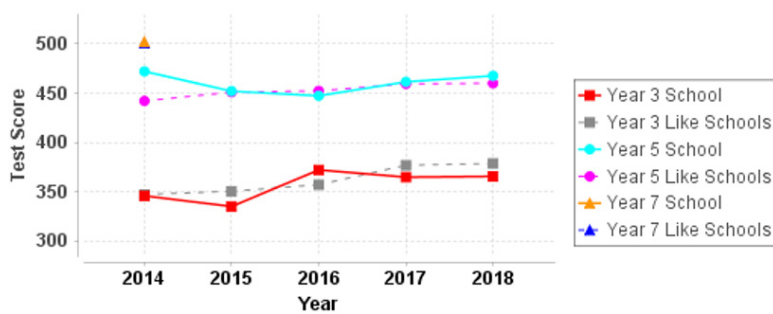
Actions

- Increased focus on Grammar in Year 5.
- Cross set Grammar was trialed.
- Year 2-6 to focus on regular and fast paced lessons.

NAPLAN RESULTS

NUMERACY RESULTS

Average Numeracy Score



Analysis

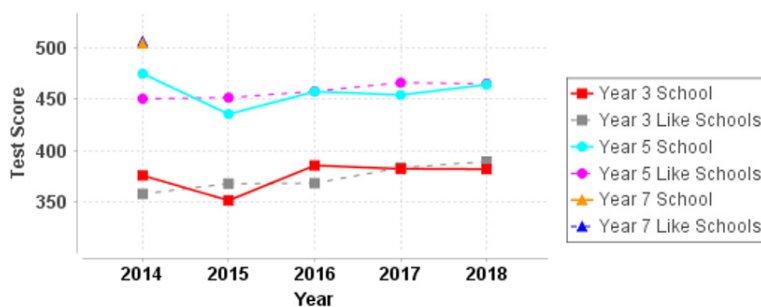
- Year 5 achieved higher than like schools.
- Year 5 trending upwards since 2016.
- Year 3 achieved lower than like schools.
- Year 3 on a downward trend since 2016.
- From Year 3 progressing to Year 5, a positive difference compared to like schools is not being maintained.

Actions

- My Word Book mathematical vocabulary
- PAT (M) testing PP-Year 6
- Warm up drills
- Cross Set Senior classes Year 3-6
- Data collection from Westwood Basic Facts, NAPLAN and On Entry.
- New Wave Mental Maths books for Year 2-6.
- CAT moderation and in class assessment to guide planning

READING RESULTS

Average Reading Score



Analysis

- Year 5 achieved the same as like schools.
- Year 5 trending upwards since 2015 but plateaued since 2016.
- Year 3 achieved slightly lower than like schools.
- Year 3 on a slight downward trend since 2016 whilst like schools have gradually improved.

Actions

- Guided Reading: add more sessions.
- Prelit, Multilit and Minilit: ensure selection is based upon valid data.
- Home Reading encouraged.
- Reading Eggs.
- EAL/D program.
- Diana Rigg sequence.

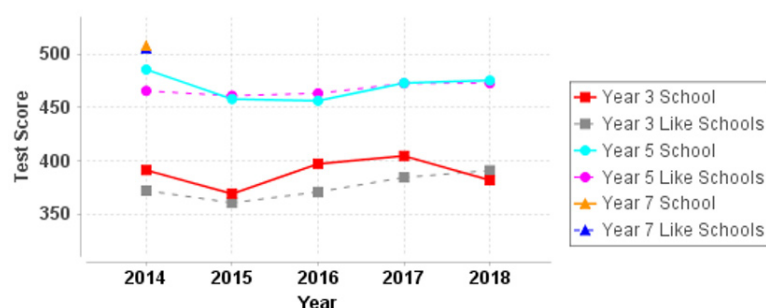
Introduce:

- DEAR K-6.
- Home Reading: reading certificates across the school.
- Oral Language in the Early Years: Engage Rosemary Simpson with EdVance (2019).
- Decodable readers (2019).
- Reading posters.



SPELLING RESULTS

Average Spelling Score



Analysis

- Year 3 achievement was slightly below like schools.
- Year 3 achievement was the lowest in three years.
- Year 5 achievement has remained steady over the past four years as has like schools.

Actions

- Introduced Sound Waves in 2016 for Years 2-6.
- Differentiated levels to cater for all students in Years 2-6.

LITERACY PROGRESS RESULTS

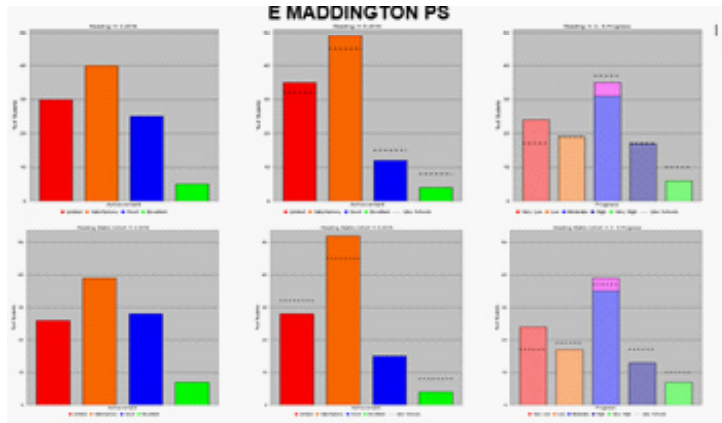
READING ON ENTRY - YEAR 3 PROGRESS

Analysis

- A significant number of students achieved high and very high progress.
- Stable cohort achieved lower in Year 3 than total cohort.
- Whole cohort made more high and very high progress than the stable cohort.
- Stable cohort achieved very similar progress to like schools.

Actions: programs to consolidate:

- Guided Reading.
- Prelit, Multilit and Minilit.
- Home Reading.
- Reading Eggs.
- EAL/D program.
- Diana Rigg sequence.
- Oral Language in the Early Years: Engage Rosemary Simpson with EdVance (2019).
- Decodable readers (2019).



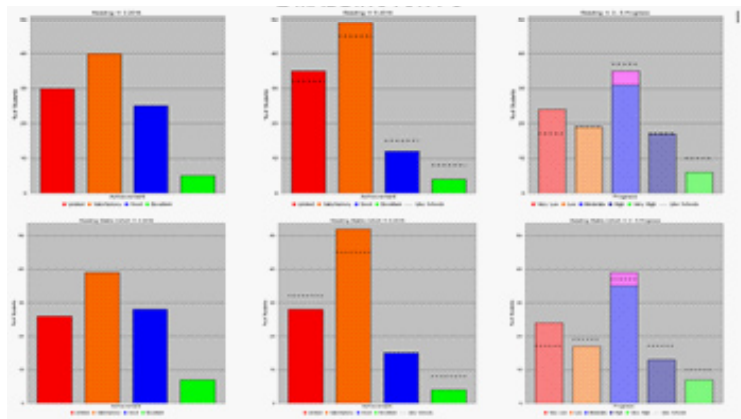
READING YEAR 3-5 PROGRESS

Analysis

- High and low progress: similar to like schools.
- Very low progress: more than like schools.
- Limited and satisfactory achievement was higher than like schools.
- Good and Excellent Achievement was lower than like schools.
- Good and Excellent Achievement was higher in the stable cohort.

Actions

- Refer students making very low progress to Multilit/Minilit programs.
- Set aspirational targets to increase achievement in the 'good'-'excellent' range.



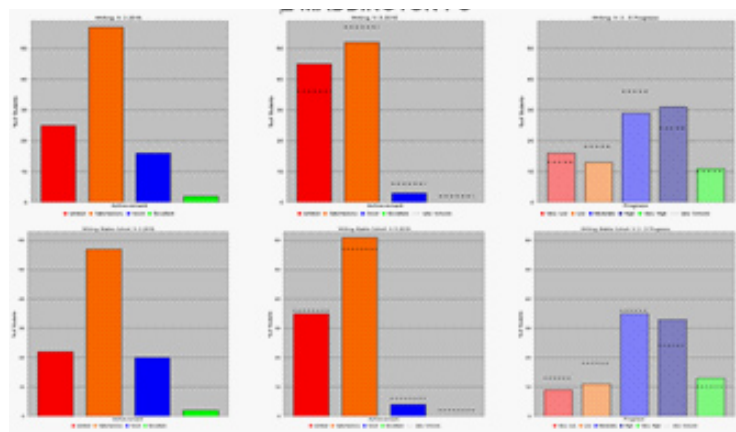
WRITING YEAR 3-5 PROGRESS

Analysis

- More students had limited achievement than like schools.
- Less students achieved satisfactory, good or excellent results than like schools.
- The whole cohort and in particular the stable cohort made very high and high progress from Year 3-5.
- The stable cohort progress was either better or equal to like schools.

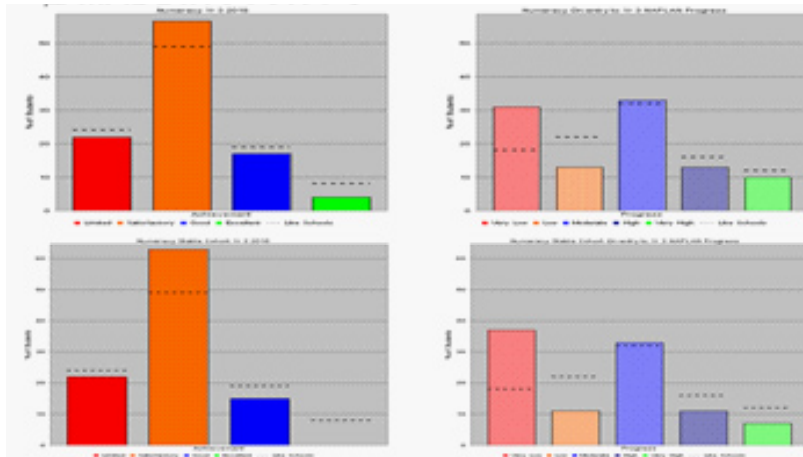
Actions

- Continue to support the implementation of Seven Steps across the school using specialist teacher support.



NUMERACY PROGRESS RESULTS

NUMERACY ON ENTRY - YEAR 3 PROGRESS Analysis

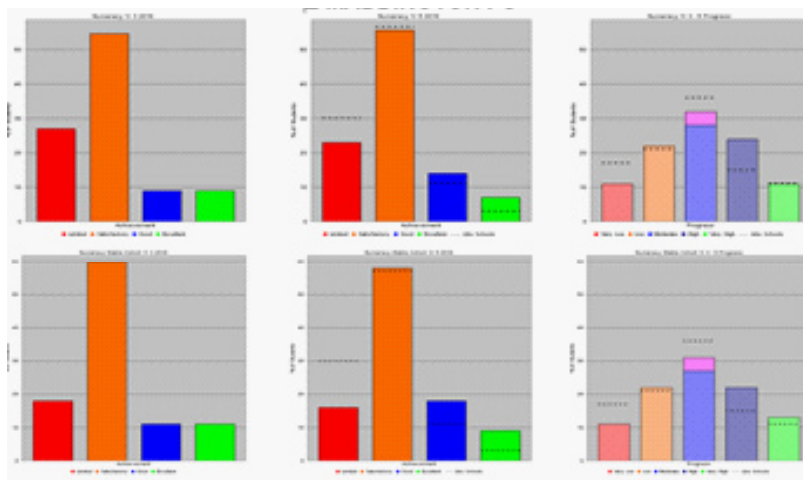


- Less students achieved Limited, Good and Excellent than like schools.
- More students achieved Satisfactory than like schools.
- No excellent achievement by the stable cohort.
- Over 60% of the stable cohort achieved satisfactorily.
- More students made very low progress than in like schools.
- The stable cohort and whole cohort made similar levels of progress.

Actions

- Continue with 'counting to' in Junior Primary.
- Continue with New Wave Mental Maths: investigate starting in Year 1.
- Implement Westwood Basic Facts: P-Year 6.
- PAT (M) testing: P- Year 6.

NUMERACY YEAR 3-5 PROGRESS



Analysis

- High Progress from Year 3-5 was significantly higher than like schools.
- Less students achieved limited than like schools.
- More students achieved good and excellent than like schools.
- The stable cohort achieved higher results overall.

Actions

- Warm up drills
- Whole school Numero
- Cross Set Senior classes Year 3-6
- Support from Numeracy Specialist
- Data collection from Westwood Basic Facts, NAPLAN and On Entry.
- New Wave Mental Maths books for Year 2-6.
- CAT moderation and in class assessment to guide planning
- Have Sum Fun Online



AUSTRALIAN EARLY DEVELOPMENT CENSUS

Every three years Pre-primary students across Australia are tested in five domains.
Here is a snapshot of our results.

FIVE DOMAINS

Ranking for on track:

1. Communication Skills and General Knowledge
2. Physical Health and Wellbeing
3. Emotional maturity
4. Social Competence
5. Language and Cognitive Skills

Figure 2.1 – Physical health and wellbeing over time for your school.

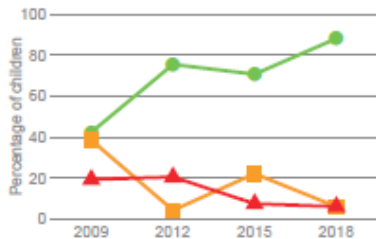


Figure 2.2 – Social competence over time for your school.

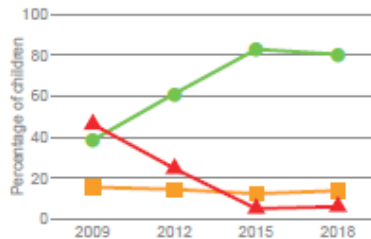


Figure 2.3 – Emotional maturity over time for your school.

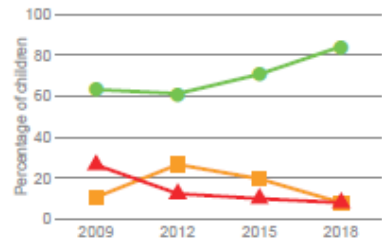


Figure 2.4 – Language and cognitive skills (school-based) over time for your school.

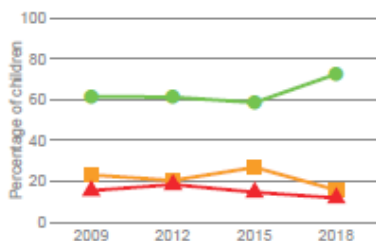
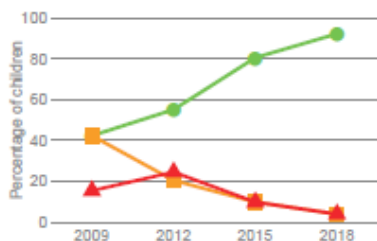


Figure 2.5 – Communication skills and general knowledge over time for your school.



● On track
■ At risk
▲ Vulnerable

Analysis

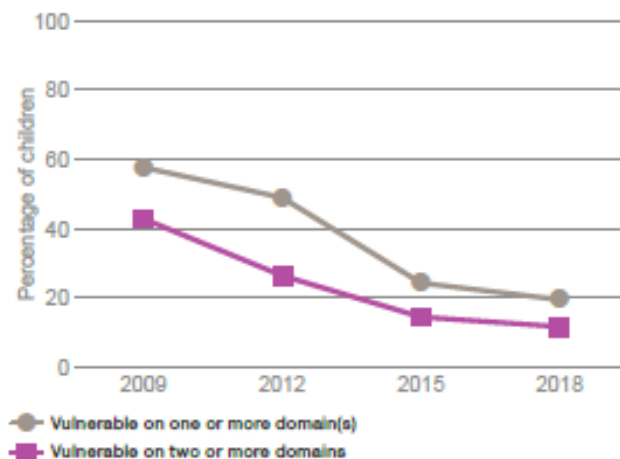
- All five domains have improved significantly since 2012 to average of 80%-90% on track.
- At risk and vulnerable rates have dropped significantly since 2012 to an average of between 5%-20%.

Actions

- Continue to build partnerships with families and encourage participation at the Child and Parent Centre, school playgroups and activities within the school.
- Focus on Language and Cognitive skills and Social Skills in Kindergarten and Pre-primary.

VULNERABLE DOMAINS

Figure 3 – Percentage of children in your school who are vulnerable on one or more developmental domain(s) or two or more developmental domains.



Analysis

- Vulnerability on two or more domains has dropped from 41% to 15% since 2012.
- Vulnerability on one or more domains has dropped from 58% to 20% since 2012.

Actions

- Raise expectations for Kindergarten students enrolling at EMPS.
- Focus on the lowest domains of vulnerability.

LITERACY

Curriculum Leader: Mrs Heather Simon

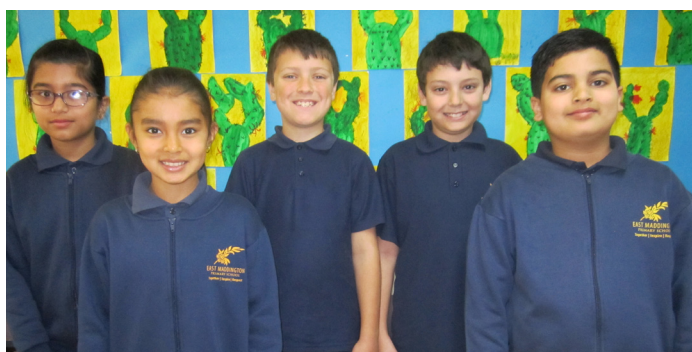
- Literacy is fundamental for all our learning so it forms the foundation of programs at East Maddington Primary School. We are extremely fortunate to fund a Literacy Specialist Teacher and Education Assistants for Guided Reading and MiniLit and MultiLit to boost students' Literacy results across the school.
- The school staff plan using student data, On Entry and NAPLAN, as well as the variety of school based assessments. The classroom and specialist teachers meet to plan collaboratively using Science and HASS topics and integrate these into Reading, Writing and Spelling, so students gain both subject knowledge whilst practising literacy skills. All components of English are taught at least three levels in each classroom to cater for individual students.
- Reading is a priority and everyday there are reading activities at school for regular practice: DEAR before school, after lunch reading activities, Buddy Reading, Clever Talk, Read Aloud Novels, silent reading, book reviews. Guided Reading in Years 1 to 6 is supported by EAs helping with small groups in every classroom. Many new texts have been prepared and available for teachers to select. These are levelled for home reading and Guided Reading using PM benchmark or Lexile levels.
- Lexile Pro licenses are available for students in Year 4-6 for library and for home reading when students have achieved PM Benchmark 25. Students are able to take quizzes as they progress at their own rate. The Juniors use Home Reading boxes so they are able to read every night at home. Licenses for Reading Eggs and Reading Express are for students to use at school and at home, especially for SAER students. Mini Lit and MultiLit continue as important intervention programs for SAER students.
- Writing, Spelling and Grammar are taught explicitly using a term by term sequence to cover the whole SCSEA curriculum. Seven Steps For Writing Success is continuing as a whole school program with text types chosen each term for assessment using the Brightpath rulers and scores, as well as EMPS Early Years writing rubric. Irregular sight and spelling words are displayed in classrooms and used together with the MultiLit list of 200 hundred sight words. Phonics and spelling follow the Diana Rigg sequence in Kindy, Pre Primary and Year 1. The Sounds Waves program begins in Year 2 to Year 6.
- Handwriting is explicitly taught throughout the school, using Victorian Modern Cursive. Students practise throughout the week to improve to improve their fluency and neatness.
- Literacy is celebrated throughout the year, and in Book Week there are special events with the Book Character Parade, baby books for siblings, and 'Read Around the School'. This year the whole school participated in the Children's Literature Centre visit and incursions from published authors. At the end of Term 4 students from Pre-primary to Year 6 travelled to Fremantle to participate in special literacy days.

A wonderful year for Literacy!

NUMERACY

Curriculum Leader: Mrs Di Reid

- WA Curriculum in Mathematics implemented and used for target setting.
- Targets set across all year levels using the EMPS term by term sequence.
- Assessment and diagnostic tasks used to allocate students to differentiated groups.
- Cross-setting for Year 5/6 classes for three lessons per week and Year 4/5 and Year 2/3 for two lessons per week in Number and Algebra using the Specialist Teacher.
- Support provided to Junior classes (K-2) for one session per week for 5 weeks by Specialist Teacher.
- Cross-Set Measurement for Year 5/6 classes for one session per week.
- Standardized testing introduced for whole school using Westwood & Ballard Mental Maths Tests and ACER PATM (Australian Council of Educational Research – Progressive Assessment Test – Mathematics).
- Whole-school focus on using Numero.
- Whole school focus on using calculators (TI-15 Texas Instruments).
- Extension provided for nominated senior students (Year 4-6) through involvement with APSMO (Australasian Problem Solving Mathematical Olympiads).
- Extension provided for nominated senior students (Year 3-6) through involvement with Mathematical Association of WA (MAWA) – Have Sum Fun Online (HSFO).
- Years 2–6 students using differentiated New Wave Mental Maths Books.
- Resources purchased for Measurement and Geometry and Problem Solving strands of Mathematics.
- Focus on clarifying Mathematical language to build awareness for EAL/D students.
- Senior classes focus on times tables drills.
- Whole-school focus on developing flexible mental strategies.



VISUAL ARTS

Curriculum Leader: Ms Peta Tree

- Students completed an art activity that allowed for monitoring standards across the years.
- Maintained a high quality resource base through the purchase of art equipment and resources.
- Continued displays of class art work in the front office area rotating every fortnight. Photo included in the newsletter.
- Integrated art throughout the curriculum during special days/weeks: Harmony Week, ANZAC day, St Patrick's Day, Christmas and Easter.
- Students displayed ANZAC day art pieces for the ANZAC Day assembly.
- Held an Art Gallery Open Day where students' art pieces were displayed and families visited to peruse the gallery and stay for a picnic integrated with a Christmas Concert.
- Students participated in various art competitions with winners in the Ken Wyatt Christmas Card Competition.
- Students completed a NAIDOC Week Art competition by producing an art canvas and each class had a winning entry. Prizes were given.
- An art area was set up in the Junior block wet area for Investigative Play purposes.
- Pin up wall built between Areas 1 and 2, and Areas 11 and 12, allowed for presentation of art pieces.
- Students designed and made Easter bonnets for the Easter Bonnet Parade.
- Fairy Garden mosaic wall in the Pre-primary area completed by some staff and parents.
- Noongar Health and Wellbeing worked with Aboriginal students to produce an Indigenous inspired stone mosaic designed by Jarod Franey. It is situated in the garden beside the staff room.



DANCE AND DRAMA

Curriculum Leader: Ms Tree

- Dance instruction continued through Edudance with two evening concerts in Term 3.
- Purchased dance and drama resources.
- Chaplain worked with selected students to do Drumbeat.
- Harmony Week showcased drama, dance, music and costumes from other countries.
- Students were encouraged to wear costumes from their culture.
- Drama lessons integrated into the curriculum and assemblies.
- NAIDOC week showcased dance from Aboriginal Australians.

DANCE AND DRAMA

- GoNoodle dance and movement program incorporated into Junior years.
- Graduation dance rehearsals with Year 6 students.
- Year 6 Dinner and Dance Graduation
- Wet areas set up to promote play based learning in conjunction with NQS.
- A store of dress ups available for drama and play based activities.

HUMANITIES AND SOCIAL SCIENCE

Curriculum Leader: Mrs Colleen Brown

- The Western Australian Curriculum and Assessment Outline in Humanities and Social Sciences (HASS) was fully implemented to include the four subjects:
 - History and Geography for Pre-primary to Year 6.
 - Civics and Citizenship for Years 3 to 6.
 - Economics and Business for Years 5 and 6.
- Cluster collaboration for moderation was timetabled into four after school staff meetings for year level planning, assessment and moderation relating to the needs of the Humanities and Social Sciences Curriculum.
- Report grades have been analysed and compared to like schools and the Admin team and teaching staff will refine moderation tasks and grade allocation. The allocation of grades need to be generally higher.
- Students applied a range of skills in their HASS learning including; questioning, researching, analysing, evaluating, communicating and reflecting.
- Community and diversity was successfully promoted through cultural studies, celebrations and Special Days, including; Harmony Day, Easter (hat parade), Ramadan, Chinese New Year, Christmas (traditions), NAIDOC Week, WA Week, ANZAC Day and Remembrance Day.
- Students were engaged in whole school multicultural celebrations to recognise cultures from countries other than Australia, during a week-long series of activities. These included; visiting performers, bilingual book reading, cultural displays, assembly and whole school picnic.
- NAIDOC Week assembly was well presented with visiting speakers discussing this year's theme of; 'Because of Her We Can'. The Noongar Sports and Wellbeing representatives unveiled wonderful rock art that was created with the YAK Club students.
- Teachers presented students' art, poetry and other written work on display boards to represent their students' knowledge and understanding during significant events.



Anzac

HIGHLIGHTS OF 2018



Easter Bonnet Parade



Harmony Week



Summer Interschool Softball Team



Swimming Lessons



ANZAC Artwork



Operation Sunshine



NAIDOC Week



Interschool Netball Team

HIGHLIGHTS OF 2018



Book Week



Eagles Visit



EduDance Concert



Faction Carnival



P&C Father's Day Breakfast



Crazy Hair Day



Graduation Dinner Dance



End of Year Reward Day

KITCHEN GARDEN

Curriculum Leader: Mrs Claire Nairn

- East Maddington Primary School continues to achieve WasteWise accreditation.
- School Breakfast Club moved into the Kitchen Garden classroom where it has become a warm and inviting place to socialise at breakfast. The School Breakfast increased opening days from two to four days to better provide for students. Around 80 breakfasts are supplied over a week.
- Various organic fruits and vegetables were grown by students in the school garden. Some of this produce was used in cooking classes, however most was eaten raw by the students immediately after harvest.
- Over 80 food preparation and cooking classes were held in the school kitchen.
- Free Fruit Friday was established and students volunteered to prepare fresh fruit and vegetables, provided by Foodbank, for all students to eat during recess and lunch.
- The Food and Fibre Unit was implemented and students across all years were engaged in learning about food animal production in areas of dairy and poultry for meat and eggs. Natural fibre, cotton and wool, were investigated, as were sustainable fibre practices. Where relevant, students considered the conflicts in sustainability of some of these systems. The main resource for this unit is the Primary Industries Education Foundation Australia.
- All students were instructed on food preparation, covering personal hygiene, safe food handling, safe food storage and safe cooking methods. The main resource for this unit is Foodbank's Healthy Schools Program and Food: A Fact Of Life.
- Students across all years also had lessons in the Kitchen Garden where they assisted in maintaining the large garden, planting and harvesting fruit and vegetables, investigating the mini beasts and learning how to use garden equipment and tools effectively and safely.
- A food forest area was established along with a garden planted out with flowering plants to attract pollinators to our school.
- Senior students participated in an incursion from an apiarist who talked about bees and honey production and showed a number of different bee-hives. Students tasted honeycomb. This incursion was part

of sustainable food practices requiring pollination and included the serious concern for decline in bees.

- Foodbank – Food Sensations team presented three healthy food choice sessions.
- Fifty native plants along with Bush Tucker plants were established amongst the existing bush gardens.
- In general, students perform well in this program with an high number of students achieving C grades. An increasing number of students achieve A and B grades as they are able show a deeper understanding of the connections between sustainability and environmental factors when producing food and fibre.

PHYSICAL EDUCATION

Curriculum Leader: Mr Craig Gaffney

TERM 1

- Participated in the Interschool Summer Carnival: one boys' and one girls' cricket team, two mixed boys and girls softball teams.
- Swimming skills developed through participation in annual swimming lessons at Victoria Park Recreation Centre.
- East Maddington Primary Co-ordinated Inter School Cricket Competition.

TERM 2

- Participated in the Interschool Winter Carnival: two netball teams, two soccer teams, one AFL team, 2 Hockey Teams.
- Modified Beep Test Assessment (Years 3-6).
- Whole School SEDA Cricket Incursion.
- Whole School Colour Fun Run which included fund raising.
- Participated in the Eagles/Neta/Glory Cup Competition against neighbouring schools.

TERM 3

- Interschool Cross Country held at Lumen Christi College for Years 3-6.
- Whole school Faction Carnival including the Language Development Centre (LDC), Pre-primary and Kindergarten.
- Participated in Edu-Dance lessons and concert.

TERM 4

- Skateboarding Incursion (Years 4 – 6) Skateboarding WA and Gosnells City Council.
- Participated in the Interschool Athletics Carnival.
- Sporting Schools: Rugby Union and Cricket.
- Introduced Badminton into senior curriculum.



Kitchen gardeners at work



Interschool Soccer Team

PHYSICAL EDUCATION

- Whole School Reward 'Water Fun Day'.
- New cricket sporting equipment purchased.

ALL YEAR

- 'Sport Spot' included in fortnightly school newsletter showcasing students' sporting achievements in clubs outside of school.
- Upgraded and repaired sports equipment within the Sport Shed.
- Formal structured Phys Ed and sport: One class session per week for PP-6 and one Block Sport Lesson for Years 1-6, including LDC.
- Formal structured sport for Pre-primary: one session per week.
- Fitness sessions provided at class levels throughout the year.
- Parents informed of sporting activities in the community via notices and notice board.
- Sports equipment provided and maintained during recess and lunchtime breaks via class sport boxes.
- Student participation in all carnivals acknowledged via a Participation Certificate.
- New sporting equipment purchased including two new Faction Gazebos, whole school games and athletics equipment.
- Sporting Schools - Athletics & Basketball.
- Faction Basketball lunch time competition.



Colour Run

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Curriculum Leader: Mrs Parisa Ebtekar

- Harmony Week: Bilingual story telling by parents, Harmony Day Picnic Lunch, Cultural performances (African Drumming, WALA) by Nexus Arts Company.
- 'In Search of Safety' incursion was organised through Red Cross for Year 5 & 6 students during Harmony Week.
- Using Seven Steps to Writing Success successfully to support teachers in teaching creative writing (Narrative & Persuasive writing).
- Collaborated with ASeTTS to run a therapeutic music programme (Sing & Grow) for eligible parents and their child/children.
- Organising literacy bags for Kindergarten students. Literacy bags contained bilingual books, literacy and numeracy games and activities for parents to play with their children.
- NAPLAN data analysis shared with staff.
- Planned new initiatives with ASeTTS for 2019.
- Assisted in Year 6 EAL/D students' transition to high school.
- EAL/D parents were assisted upon enrolment.
- Used Interpreting Services to deliver EAL/D reports.
- Participated in Fogarty EdVance school improvement programme and assisted Fogarty team in creating a three year plan.
- Provided support to classroom teachers in various areas of literacy and participated in meetings to support classroom teachers.
- Purchased new teacher resources to support classroom teachers with their EAL/D students.
- Supported the implementation of Sound Waves programme at school.
- Updated EMPS EAL/D Agreed Practice Framework.
- Provided support to staff to place their EAL/D students on the EAL/D Progress Map.
- Participated in MadCan Literacy meeting with literacy leaders from other schools. New ideas shared with admin and staff.
- New EAL/D EA was trained to support junior primary EAL/D students with a Grammar, Phonics and Reading Comprehension programme.
- Literacy support provided for Stage 1 and 2 EAL/D students and Stage 3 students were supported when required.
- New EAL/D EA was trained to take the leadership role in supporting classroom teachers with the implementation of the Reading Eggs programme.
- Reading Eggs refresher PD was organised and delivered to staff.



Harmony Day Picnic

EARLY YEARS

Curriculum Leader: Miss Chauncey Grieve

- On Entry testing in Pre-primary.
- Two Kindy and two Pre-primary classes.
- Diana Rigg diagnostic testing in PP, Year 1, 2 & 3.
- Diana Rigg sequence used for Junior school program.
- Implemented synthetic phonics in Pre-primary to assist with blending and segmenting CVC words.
- Sound Waves Spelling Program implemented from Year 2.
- Seven Steps for writing continued in K-2.
- Implementation of Barrie Bennett instructional strategies in K-2 classes focussing on the importance of explicit, targeted teaching to work side by side with play based learning strategies.
- Teachers participated in class observations of Barrie Bennett Instructional Strategies with Instructional Intelligence Facilitators.
- Implemented Literacy scope and sequence for K-3 incorporating Diana Rigg, Sound Waves, Mini-Lit and SCSEA curriculum.
- EAL/D Specialist Teacher worked with small groups of students from P-2.
- School Chaplain worked with small group of students with Social/ Emotional needs.
- Pre-primary students participated in Swimming Lessons.
- Year 1 Excursion to King's Park incorporating nature play and NAIDOC activities.
- Kindy Excursion to Jungle Gym.
- Continued to implement Pre-lit in Kindergarten and with some Pre-primary students.
- Take-home readers sent home in Kindergarten and Pre-primary from Term 1.
- All books for reading at home are levelled on Reading Recovery levels.
- Investigated purchase of decodable readers for use in Pre-primary, in 2019.
- Developed links with playgroup and Pre-primary and Kindergarten to ensure EYLF skill development.
- Used the Western Australian Curriculum in English and Maths to encourage best practice and ensure consistency in teaching strategy.
- Implemented PArThS and Protective Behaviours Curriculum to encourage social and emotional

development.

- Conducted regular Professional Learning Team meetings to plan, organise and share information on a range of topics including curriculum planning and documentation, assessment and reporting, agreed practice, best practice and transition days.
- School Psychologist assisted with Early Intervention and Students at Risk in K-2.
- Liaised with Speech Therapist at Child and Parenting Centre.
- Identification of early learning skills requiring intervention. eg fine motor skills such as pencil grip, use of lower case letters, speech therapy and referrals to Armadale Health Service.
- Updated and improved NQS guide books distributed to all staff members.
- Pre-primary, Year 1 teacher and Junior Deputy went to National Quality Standard PD to learn about the changes and updates to the NQS guide.
- Revision of 2017 NQS plans and documentation.
- 2018 NQS staff audit completed and school audit submitted.
- Application for NQS Verification in 2019 submitted and date for verification pending.
- Fremantle Literacy Centre Incursion in Semester 1 and excursion in Semester 2.
- K-2 teaching staff attended Oral Language PD at the Fremantle Literacy Centre.
- All ECE classes presented amazing assembly items.
- Play-based learning activities implemented in Pre-primary program.
- MadCan ECE network meetings attended by a number of ECE staff.
- K-PP Fairy Garden construction completed with the addition of fairies and the installation of mosaic artwork.
- Fairy Garden unveiling attended by past students who designed the mosaic, parents, staff and community members.
- Pre-service teachers and Educational Assistants mentored.
- Upgrades to the Pre-primary playground with the installation of a boat, the HMS-EMPS and mud kitchen.
- Purchased new toys and resources to update play equipment in outdoor area.



Structured Play in Pre-primary



Opening of the 'Maddotopia'
Fairy Garden Mural

ABORIGINAL EDUCATION

Curriculum Leaders: Mrs Mary Andersen, Ms Iyesha Williams and Mrs Vanessa Triscari

- **S u c c e s s f u l** Young Achiever's Klub (YAK after school program) three days per week, sponsored by Nyoongar Wellbeing and Sports.
- Held Young Achiever's Klub family celebrations with traditional food and games, and certificate presentation.
- Worked with Nyoongar Wellbeing and Sports, to continue a lunch time sports program once a week.
- Successfully applied for a grant from PALS, for NAIDOC Week.
- Successful in application for a grant from City of Gosnells, for NAIDOC Week.
- Whole school participated in NAIDOC celebrations, which included Aboriginal Dancers in the official Opening Assembly, students created Aboriginal designed canvas artwork across the whole school, as an art competition, with prizes and winners displayed at Maddington Central Shopping Centre, Bush Tucker tasting, official NAIDOC Week opening and closing assemblies with including Welcome to Country and a community picnic lunch.
- Unveiling of the school mosaic created by Aboriginal students during YAK.
- Worked with external agencies and community members such as Derbarl Yerrigan, and Nyoongar Wellbeing and Sports.
- NAIDOC assembly led by Aboriginal students. Aboriginal students performed 'Wanjoo Wanjoo' in Nyoongar Language.
- NAIDOC Family Day in Belmont 10/7/18 to present Wanjoo Wanjoo.
- Invited to 'Hop to It' Book launch – National Aboriginal and Torres Strait Islanders Children's Day Event, 3/8/18 – We Live Life Without Borders.
- Provided early learning curriculum support for Aboriginal students.
- Worked with school nurse and Department of Health for School Ear Health Screening.
- Provided culturally inclusive resources to ensure greater understanding and respect for the Aboriginal people.
- Continued using Australian Curriculum cross curricular Aboriginal & Torres Strait Islander histories and culture.
- Aboriginal students assessed and monitored using Progress Maps as required.
- AIEO continued to support Multilit and Guided Reading.
- AIEO monitored and followed up on attendance rates, weekly.
- Links made with Aboriginal community members including working with parents to deliver NAIDOC Week celebrations.
- Worked with external agencies such as Yorgum to provide counselling support to students.



- Whole school participated in 'Great Book Swap' on Indigenous Literacy Day, to raise funds and support Indigenous students and reading.
- YAK excursion to engage in sports carnival and culture, with other schools.
- Year 5 and 6 Aboriginal boys invited to participate in transition day for Clontarf at Yule Brook College.
- Aboriginal students given opportunities to learn and practice 'Welcome to Country'.
- Year 5 and Year 6 Aboriginal girls did a transition day at Yule Brook with Deadly Sistaz.
- Deadly Sistaz did a football workshop for 4 weeks with Year 5/6 Aboriginal girls.

HEALTH AND WELLBEING

Curriculum Leader: Ms Emma-Louise McDowell

- Supported positive wellbeing and health through KidsMatter Class Meetings and survey questions.
- Classes voted for one class representative from each class to attend Kids' Council Meetings each term.
- Distributed KidsMatter Newsletters via email to school staff and families.
- Included KidsMatter Parent Information sheets within the newsletter.
- Continued to improve mental health through: School Chaplain, implementation of the PATHS program, Honour Certificates, Faction Slips, Aussie of the Month and reward days.
- Utilised the PATHS problem solving posters and feelings faces posters for classroom display. Selected a PATHS Kid of the day.
- Participated in an incursion with the City of Gosnells Fire Brigade.
- Enhanced cooperation skills and teamwork through Drumbeat.
- Planned, taught and assessed using SCSA Health curriculum.
- Taught Protective Behaviours across the school.
- Updated Protective Behaviours resources.
- Promoted the wearing of school sun safe hats.
- Became a registered Sun Safe school.
- Provided drug awareness education using SDERA Resources.
- Encouraged teachers to attend SDERA training.
- Fostered and monitored a safe school environment by following the Health Care Policy, Child Protection procedures and use of the Occupational Health and Safety Officer.
- Promoted the 'Crunch 'n' Sip' program to encourage drinking of water and the eating of fruit and vegetables at timely intervals.
- Provided a healthy breakfast option three mornings a week through Breakfast Club.
- Participated in Healthy Living Week.



INFORMATION, COMMUNICATION AND TECHNOLOGY

Curriculum Leaders: Mrs Patricia White and Mr Callum Gillespie.

Interactive Whiteboards

- Incorporated interactive whiteboard activities into classroom teaching, ongoing support through shared teacher information, Concept AV and K2 Audio Visual.
- Teacher sharing using IWB programs, apps – as necessary.
- Replaced 5 globes for projectors.



iPads

- Demonstration sessions on iPads, apps by ICT support teacher.
- Continued to purchase licences for iPad apps.
- All SEN students to have access to an iPad.

Purchased:

- Portable 10 unit charging station for iPads.
- Meraki licences for iPads.
- Mac Book Mini – as cache server
- Lightening cables

Workstations (PCs)

- Leased 16 workstations for Computer Room.
- Purchased 6 Admin workstations and 2 teacher workstations.
- Computer laboratory operational with at least 33 working computers.

Notebooks

- Purchased 20 notebooks, Revolution 32 cart charging station using additional \$18,000 'Devices for Schools' funding.
- Some SEN students to have individual access to notebook.

Wireless

- Wireless system is used throughout school for iPads and notebooks.

Ongoing Support

- Additional FTE for installation of iPad apps, troubleshooting etc.
- Employed TFX support with network, computer and iPad and Notebook troubleshooting.
- Additional teacher support for iPad and IWB use.
- Concept AV, support and professional development.

Curriculum

- A scope and sequence for computer skills.
- Components of the computer taught explicitly.
- STEM scope and sequence.

School Community

- Elected Computer Councillors to assist with iPads, Notebooks and Computer Laboratory.
- Teachers are beginning to use 'Connect' and Dojo to communicate with students and parents.
- Mr Butcher worked with classes regarding Cyberbullying.
- Ongoing 'Note Book For Teachers' lease.

Professional Development

- IWB Concept AV

- Integrating STEM in the Classroom - PD Fremantle
- IT Conference

Additional Purchases

- Notebook trolley
- Kyocera Printers (5)
- Cords and power boards
- Printer Toners



SCIENCE

Curriculum Leader: Mrs Kim Comerford

- The EMPS Scope and Sequence will continue to be implemented, reviewed and updated accordingly, in line with the Western Australian Curriculum contained in the Schools and Curriculum Standards Authority SCSA document for Science.
- All year levels completed moderation tasks for assessment and reporting each semester.
- Teachers collaborated across year levels for moderating assessment tasks each semester.
- Cross-set classes for split class year levels occurred within the Senior Block to ensure the relevant year level content was taught.
- The new Science Room was constructed from our successful proposal to the Western Australian State Government's 'Science Laboratories for Primary Schools' grant.
- A resource grant of \$25,000, awarded as part of our Science Room winning proposal, is continuing to be allocated to resources for the Science Room.
- EMPS continued as a member of Science Teachers Association of Western Australia (STAWA).
- Purchased additional Science teacher resources with lessons and activity cards linking relevant year level curriculum with Science, Technology, Engineering and Maths (STEM).
- Kim Comerford attended the Primary Connections Professional Learning Day for schools who were selected for the 'Science Laboratories for Primary Schools' grant.
- Staff attended Professional Learning workshops sessions throughout the year focusing on STEM. This included MadCan (Maddington/Cannington Network Schools) Professional Learning.



New Science Laboratory

MUSIC

Curriculum Leader: Mr Philip Stuart

- Student study focussed on rhythm, pitch, harmony, tone colour and form.
- Student learning focussed on identifying and understanding these elements across a wide range of music styles.
- Students explored Pop, Rock, Blues, Rhythm and Blues, Jazz, Country and Classical music.
- Junior primary rhythm patterns covered 4 beats.
- Senior primary rhythm patterns were extended to 16 beats.
- Junior primary studies focussed on music that is 'thick or thin'.
- Senior primary studies focussed on harmonies that are above or below the melody line and music that features soloists contrasted with counterpoint instrumentation.
- Students learnt how to respond to these music features using listening skills, singing, movement and instrumental work.
- The School Choir membership was reviewed and consolidated to a working group of 50 students.
- The choir performed as part of the ANZAC commemoration in Term 2 with an original song written by Mr Stuart incorporating our school ethos. The song was entitled 'Together We Stand' with guitar accompaniment by Mr Stuart and conducted by Miss Grieve.
- The choir participated in the WA Massed Choir Festival at the Perth Concert Hall in Term 3. The school choir showcased the festival repertoire at the Music assembly for their school community featuring 3 soloists auditioned and selected from senior choir members.
- The choir performed at the Year 6 Graduation in Term 4 with a new selected song for this occasion; 'Shine' by Shannon Noll. Original piano arrangements by Mr Stuart were played by our accompanist, Mrs Sutherland.
- Selected Year 5 and Year 6 students participated in classical guitar studies sponsored by the School of Instrumental Studies.



LOTE: INDONESIAN

Curriculum Leader: Mr Alan Cressie

- Indonesian program focused on language and culture for Years 3-6; basic greetings, conversations, cultural dress, songs dance and games. More complex language structures were introduced.
- This year saw the introduction of the new Australian Curriculum in languages.
- Traditional musical instruments and Indonesian shadow puppets were employed.
- Students used iPads to access on line quizzes.
- Some classes were able to talk face to face with the Bali school on the inter-net.
- The children continue to communicate with our sister school in Bali.
- Designing posters and viewing on the internet, the students were introduced to 'Bye Bye Plastic Bags'. 'Bye Bye Plastic Bags' is a social initiative driven by children to get the people of Bali to say 'no' to plastic bags. Songs from different parts of Indonesia were taught.
- Indonesian resources were purchased including posters, dictionaries and DVDs.
- The children from Area 7 presented the LOTE assembly by singing and performing a traditional bamboo dance called 'Tinikling'.



SCHOOL P&C ASSOCIATION

The P&C worked hard to support students and school activities. They raised funds through very successful ventures such as:

- Easter Raffle
- Mother's Day Stall
- Father's Day Breakfast
- Food Stall and Coloured Hair at Sports Carnival
- Father's Day Present Order Forms
- P&C Crazy Hair Day
- P&C Sport Disco
- Food Stall at Christmas Concert

Thank you to our office bearers:

President and Treasurer: Katrina Price

Vice President: Mishelle Brooke

Secretary: Christy Gulikers

Fundraising Coordinator: Shannon Powell

Uniform Coordinator: Kym Reddin

Canteen Manager: Bec Clayton

SCHOOL COUNCIL

Our School Council met once or twice a term to:

- establish and review the school's objectives, priorities and policy directions;
- plan financial arrangements;
- evaluate the school's performance; and
- formulate codes of conduct for students at the school.

They approved:

- charges or contributions for the provision of materials, services and facilities;
- costs determined for participation in extra components of the school's educational program; and
- items on the booklist.

Principal: Carolyn Lucarelli

School Council Chair: Sarah Baars

Staff member: Patricia White, Mary Andersen and Lyne Grindel.

Parent representatives: Nathan Barrow, Tony Hansen, Donna Munro, Bobbie Reeves-Murphy, Asma Naz, Ceilia O'Reilly, Kim Reddin, Vanessa Triscari and Emelyn Wickham.

Community member: Tresna Gale and Gary Butcher

STAFF PROFESSIONAL LEARNING

- Asthma Training
- Sensory Awareness
- Students at Educational Need (SEN) planning: presented by Mary Andersen
- Screen of Communication Skills (SOCS) presented by Annette Southall
- Learning Difficulties Toolkit: presented by Mary Andersen
- Brightpath: presented by Mary Andersen
- PATHs: presented by Philippa Molloy
- Barrie Bennett Instructional Strategies: presented by Peta Tree and Kim Comerford
- Kids Matter: presented by Emma-Louise McDowell
- STEM: presented by Sarah Shepherd, Chauncey Grieve, Callum Gillespie and Claire Nairn.
- Fogarty EdVance: 8 full days for Leadership Team
- Let's Count: presented by Smith Family
- Madcan ECE Terms 1-4
- Madcan 3-6 Terms 1-4
- MadCan Principals and Deputies Network
- Classroom Management Strategies training
- NCCD South Metro
- Kindy Reporting: new format
- nsights on Educational Prosperity
- MADCAN Literacy & Numeracy Planning
- Regional Support Services Workshop
- Epilepsy training
- Growth Coaching
- Team Teach
- National Quality Standards
- Deputy Principal Networking South Metro
- Let's Read: presented by Smith Family
- Reading Eggs

CLASS STRUCTURES

Teachers

Chauncey Grieve	Pre Primary / Area 19
Sarah Shepherd	Pre Primary Area 20
Maryanne Marr / Stacey Mania	K Area 21
Alison Smith	Year 1 Area 22
Carren Kee	Year 1/2 Area 1
Roxy Davin	Year 1/ Area 2
Barbara Thorley	Year 3 Area 3
Peta Tree	Year 2 Area 4
Cheryl Schoch	Year 2/3 Area 5
Maxine Griffiths	Year 4/5 Area 7
Colleen Brown	Year 4 Area 8
Emma-Louise McDowell	Year 3/4 Area 9
Callum Gillespie	Year 5/6 Area 10
Jemma Sayers	Year 5/6 Area 11
Kim Comerford	Year 5/6 Area 12

Specialist Teachers

Heather Simon: Literacy	Claire Nairn: Kitchen Garden
Diane Reid: Numeracy	Craig Gaffney: Phys Ed
Philip Stuart: Music	Alan Cressie: Indonesian
	Parisa Ebtekar: EAL/D

Administration

Principal: Carolyn Lucarelli
 Deputy Principals: Patricia White and Mary Andersen
 Registrar: Lyne Grindel
 School Officers: Shilleen Jensen and Siobhan Panizza
 Library Officer: Rowan Witham
 Chaplain: Gary Butcher
 AIEO Officer: Delvene Cornwall, Vanessa Triscari and Iyesha Williams

Education Assistants

Sharelle Rochford, Marie Smith, Cecelia Woodend, Sarah Lang, Diane Karniewicz, Tracey Layton, Kerry Hegney, Leanne McKay, Di Trezise, Kylie Auer



Mary Andersen



Kylee Auer



Colleen Biggar



Colleen Brown



Gary Butcher



Kim Comerford



Roxy Davin



Parisa Ebtekar



Craig Gaffney



Callum Gillespie



Chauncey Grieve



Maxine Griffiths



Lyne Grindel



Kerry Hegney



Shilleen Jensen



Jo Jones



Diane Karniewicz



Carren Kee



Sarah Lang



Tracey Layton



Luke Lazaro



Carolyn Lucarelli



Stacey Mania



Maryanne Marr



Emma-Louise McDowell



Leanne McKay



Claire Nairn



Karen Nettleton



Siobhan Panizza



Diane Reid



Sharelle Rochford



Jemma Sayers



Cheryl Schoch



Sarah Shepherd



Alison Smith



Philip Stuart



Barbara Thorley



Peta Tree



Diane Trezise



Vanessa Triscari



Patricia White



Rowan Witham



Cecelia Woodend

GRADE REPORTING SUMMARY

Cohort: Reported Cohort Semester 2, 2018 Reporting Period: Semester 2, 2018

School Summary

Results compared to Like School excluding data from other schools



LEADERSHIP TEAM

Our stable leadership team includes the Principal, two non-teaching Deputy Principals, Manager of Corporate Service and two School Officers. Teachers assume Curriculum Leadership roles for each Learning Area. Our experienced teaching staff includes one Level 3 classroom teacher, 11 Senior Teachers, 9 teachers with over 10 years' experience and one recently graduated teacher. Eighteen Education Assistants support children's learning and a School Psychologist is employed part time.

SCHOOL SUSPENSION RATE

This increased by 1.7% in 2018 to 4.4% of all students. We continue to implement a positive Behaviour Management Policy. Physical violence and bullying are not tolerated and suspensions are issued when warranted to maintain a 'zero tolerance' policy.

TEACHER JUDGEMENTS

Teacher judgements were lower than expected compared to like schools; English (-0.58), Mathematics (-0.67), Science (-0.85) and Humanities and Social Sciences (-1.01). ie low grades were given more often than expected. This was an improvement on 2017 as teacher judgements moved closer to what was expected.

To gain understanding of grade descriptors, Numeracy and Literacy targets are set and reviewed with Specialist Teachers. Teachers participated in year level moderation activities and compared work samples to exemplars on the SCSA site. NAPLAN results are compared and taken into consideration when grading students. Groups are differentiated for Number, Reading and Spelling and linked to the A-E scale. This validates that teacher judgements are sound at EMPS compared to like schools with some minor discrepancies.

ATTITUDE BEHAVIOUR AND EFFORT

Staff rated students on their attitude, behaviour and effort using the scale: consistently, often, sometimes and seldom.

There continued to be a higher percentage of students in the Pre-primary rated as 'sometimes' than other year levels indicating less maturity of self-regulation. Generally number of students rated as 'consistently' increased with year level. This could be due to programs such as PATHS, Kids Matter and the consistent implementation of our Behaviour Management Policy.

STUDENT ATTENDANCE RATES

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	91.8%	92.3%	93.7%	87.4%	81.2%	80.7%	91.2%	90.3%	92.6%
2017	91.4%	93.1%	93.8%	88%	85.9%	81.2%	91%	92.2%	92.7%
2018	91.5%	92.8%	93.7%	77.8%	83.9%	80.8%	89.9%	91.6%	92.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	68.5%	20.3%	9.3%	1.6%
2017	67.2%	17.6%	11.4%	3.9%
2018	68.0%	17.7%	9.3%	5.0%
Like Schools 2018	72.7%	16.8%	7.6%	2.9%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

Overall attendance

Regular attendance rate was 68% and overall attendance rate was 91%. Rate was above 90% (regular) for all year levels except Pre-primary on 87%. In Pre-primary, Year 1, 2, 3, 5 and 6 there were 5-6% at severe risk. Attendance plans area in place for all students at risk.

STUDENT NUMBERS

Student Numbers (as at 2018 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(22)	53	54	49	48	51	61	47	385
Part Time	44								

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

	Kin	PPR	Pri	Sec	Total
Male	24	27	159		210
Female	20	26	151		197
Total	44	53	310		407

	Kin	PPR	Pri	Sec	Total
Aboriginal	2	9	33		44
Non-Aboriginal	42	44	277		363
Total	44	53	310		407

DESTINATION SCHOOLS

Year Level : Male: 30 Female: 28 Total: 58

Destination Schools	Male	Female	Total
4127 Yule Brook College	9	11	20
4055 Thornlie Senior High School	5	4	9
4121 Southern River College	4	2	6
1308 Lumen Christi College	2	3	5
4169 Cannington Community College	1	3	4
4113 Lynwood Senior High School	1	2	3
4174 Canning Vale College	1	1	2
4058 Kelmscott Senior High School	1	1	2
4184 Atwell College	1		1
1331 Australian Islamic Coll-Perth	1		1
4116 Darling Range Sports College	1		1
1357 John Wollaston Ang Com School	1		1

STAFF NUMBERS

Staff Numbers

No	FTE	AB'L
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Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0

Teaching Staff			
Level 3 Teachers	1	0.4	0
Other Teaching Staff	26	21.4	1
Total Teaching Staff	27	21.8	1

School Support Staff			
Clerical / Administrative	4	2.0	0
Gardening / Maintenance	1	1.0	0
Instructional	2	1.0	2
Other Non-Teaching Staff	12	9.3	0
Total School Support Staff	19	13.3	2
Total	49	38.1	3

Note: All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

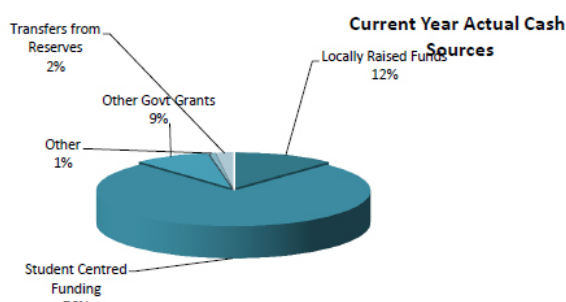
FACILITIES

Our large campus includes fifteen classrooms, a Canteen, two assembly areas, a specialist Music room, a purpose built kitchen, a computer laboratory, a library, a campus of the South Metropolitan Language Development Centre and a Dental Therapy unit. A \$25 000 Science Room upgrade was conducted during the year. The on-site Child and Parent Centre run by CentreCare caters for five schools in our area. Through this centre, families with children from birth to eight years old are supported by Speech Therapists, Occupational Therapists, a Parenting Coordinator, a Playgroup Coordinator and a Child Health Nurse.

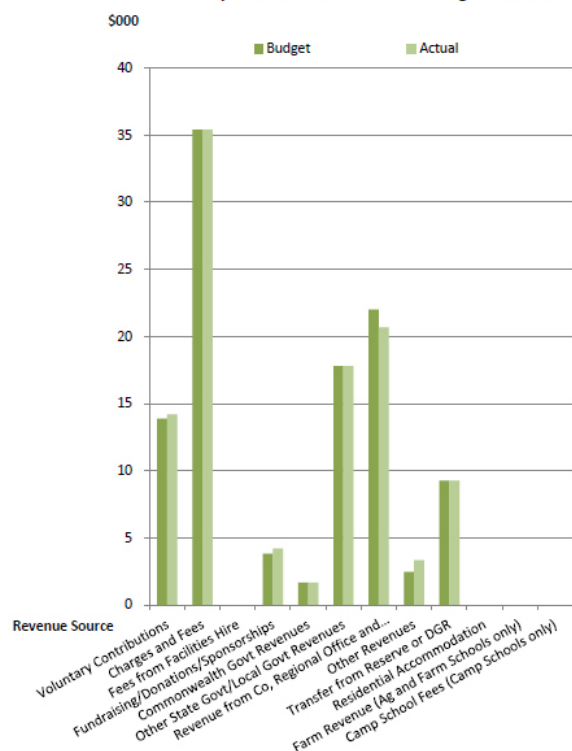
REVENUE AND EXPENDITURE

As at 4th January 2019

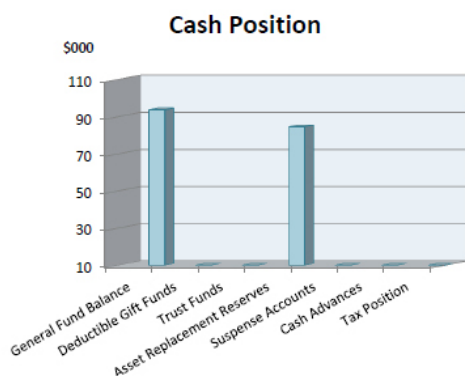
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,890.00	\$ 14,182.80
2	Charges and Fees	\$ 35,420.00	\$ 35,420.41
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 3,812.75	\$ 4,222.50
5	Commonwealth Govt Revenues	\$ 1,665.46	\$ 1,665.46
6	Other State Govt/Local Govt Revenues	\$ 17,800.00	\$ 17,800.00
7	Revenue from Co, Regional Office and Other Schools	\$ 22,000.00	\$ 20,677.09
8	Other Revenues	\$ 2,479.00	\$ 3,330.55
9	Transfer from Reserve or DGR	\$ 9,244.00	\$ 9,244.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 106,291.21	\$ 106,522.81
	Opening Balance	\$ 51,720.00	\$ 51,720.02
	Student Centred Funding	\$ 343,080.00	\$ 343,080.27
	Total Cash Funds Available	\$ 501,091.21	\$ 501,323.10
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 501,091.21	\$ 501,323.10



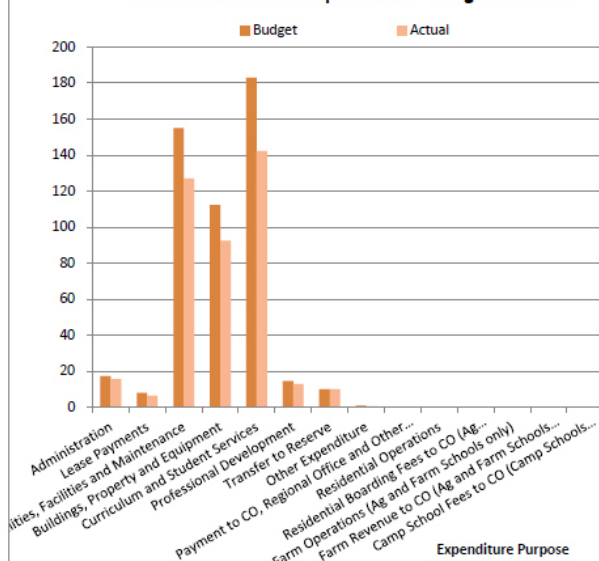
Locally Generated Revenue - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 17,388.00	\$ 15,733.39
2	Lease Payments	\$ 8,000.00	\$ 6,331.11
3	Utilities, Facilities and Maintenance	\$ 154,926.46	\$ 127,070.63
4	Buildings, Property and Equipment	\$ 112,223.00	\$ 92,501.36
5	Curriculum and Student Services	\$ 182,940.25	\$ 142,291.98
6	Professional Development	\$ 14,517.00	\$ 12,917.60
7	Transfer to Reserve	\$ 10,000.00	\$ 10,000.00
8	Other Expenditure	\$ 861.50	\$ 586.22
9	Payment to CO, Regional Office and Other Schools	\$ 235.00	\$ 235.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 501,091.21	\$ 407,667.29
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 501,091.21	\$ 407,667.29
	Cash Budget Variance	\$ -	\$ -



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 184,035.73
Made up of:	\$ -
1 General Fund Balance	\$ 93,655.81
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 84,572.21
5 Suspense Accounts	\$ 8,132.71
6 Cash Advances	\$ 2,325.00
7 Tax Position	\$ -
Total Bank Balance	\$ 184,035.73

2018 GRADUATING STUDENTS



2018 STUDENT LEADERS



2018 COMPUTER COUNCILLORS

