

WHITE GUM VALLEY PRIMARY SCHOOL

White Gum Valley Primary School acknowledges the Whadjuk people of the Noongar nation, who are the Traditional Owners of the Land on which our school stands.

*We show respect to both past and present Elders and
to those who will be Elders in the future.*

*We wish to acknowledge and appreciate the resilience and strength of Noongar people
as well as cultural contributions and significance all
Aboriginal, Torres Strait Islander and non-Indigenous
people bring to our school community.*

Annual Report 2022

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School Overview

White Gum Valley Primary School is a community of learners striving for excellence in an environment of care, support and cooperation. With our country look and family feel, our school is the ideal learning environment for your child.

Located close to Fremantle, we are an Independent Public-School catering for children from Kindergarten to Year 6. Children in our school come from a wide range of backgrounds and nationalities, giving your child an amazing opportunity to learn about other cultures.

Our staff have a caring and professional attitude that will ensure your child is nurtured and supported to achieve their full potential. Our school community is very small, which allows our staff to get to know your child, their strengths and their passions. Our staff include a learning support coordinator, Mental Health coordinator, Aboriginal Education worker, school psychologist and school chaplain.

Our focus is on developing your child's literacy and numeracy skills along with the other learning areas. Our expertise also allows us to offer a range of specialist programs including Italian, music, physical education and visual arts. Children at our school have, the opportunity to, participate in before school sporting programs as well as school sporting clinics and a range of school and interschool sporting carnivals.

There may also be an opportunity to participate in the Primary Extension and Academic Challenge Program (PEAC) and the Instrumental School Music Program (IMSS).

We have a strong pastoral care program that promotes positive behaviour management and emotional development using the Positive Behaviour in Schools Program (PBS). The school also has in place a Reconciliation Action Plan (RAP) that helps guide our planning. Onsite we also cater for Playgroups and offer a before and after school care program.

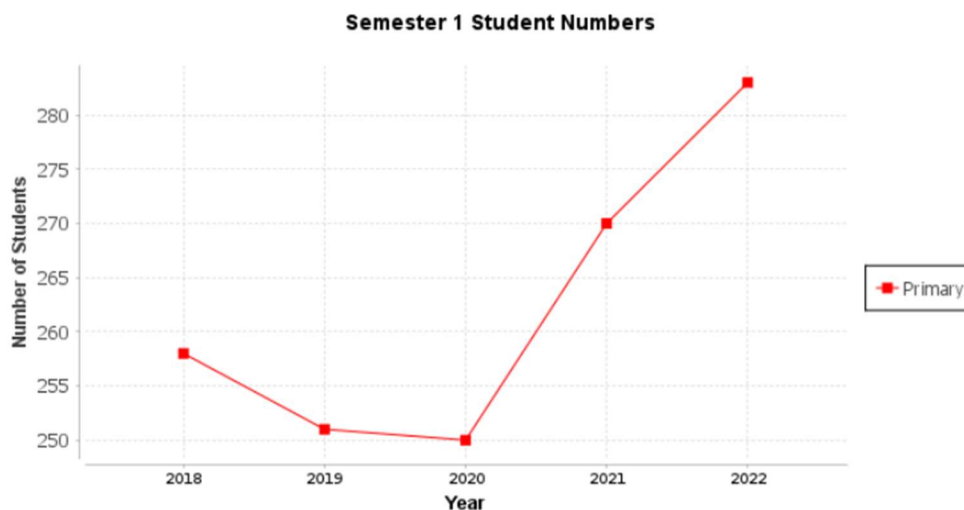
We receive support from volunteer organisations including MANNA Inc, Foodbank, Ed-Connect Volunteers in Schools Inc along with Speech Therapy support.

Our school P&C Association is actively involved with the school and undertook many community fundraising events. The P&C also run the school canteen and uniform shops. They have grounds, grants and social media committees and clear representatives.

The School Board plays an important role in assisting to set strategic directions and maintaining our Business Plan objectives.

For more information about our wonderful school please go to our website at whitegumvalleyps.wa.edu.au.

Student Numbers and Characteristics



Primary Numbers

Semester 1	2018	2019	2020	2021	2022
Primary (Excluding Kin)	258	251	250	270	283

Special Characteristics

	2022 FTE	2023 FTE
Aboriginality	18	14
Disability	29	29
English as an Additional language or Dialect	10	13
Social Disadvantage	23	19
CHARACTERISTICS	Semester 2	Semester 1

Student Numbers

	2021	2022
Total	278	283
Pre Primary	48	39
Year 1	33	46
Year 2	42	33
Year 3	39	42
Year 4	46	42
Year 5	35	45
Year 6	35	36

Comments

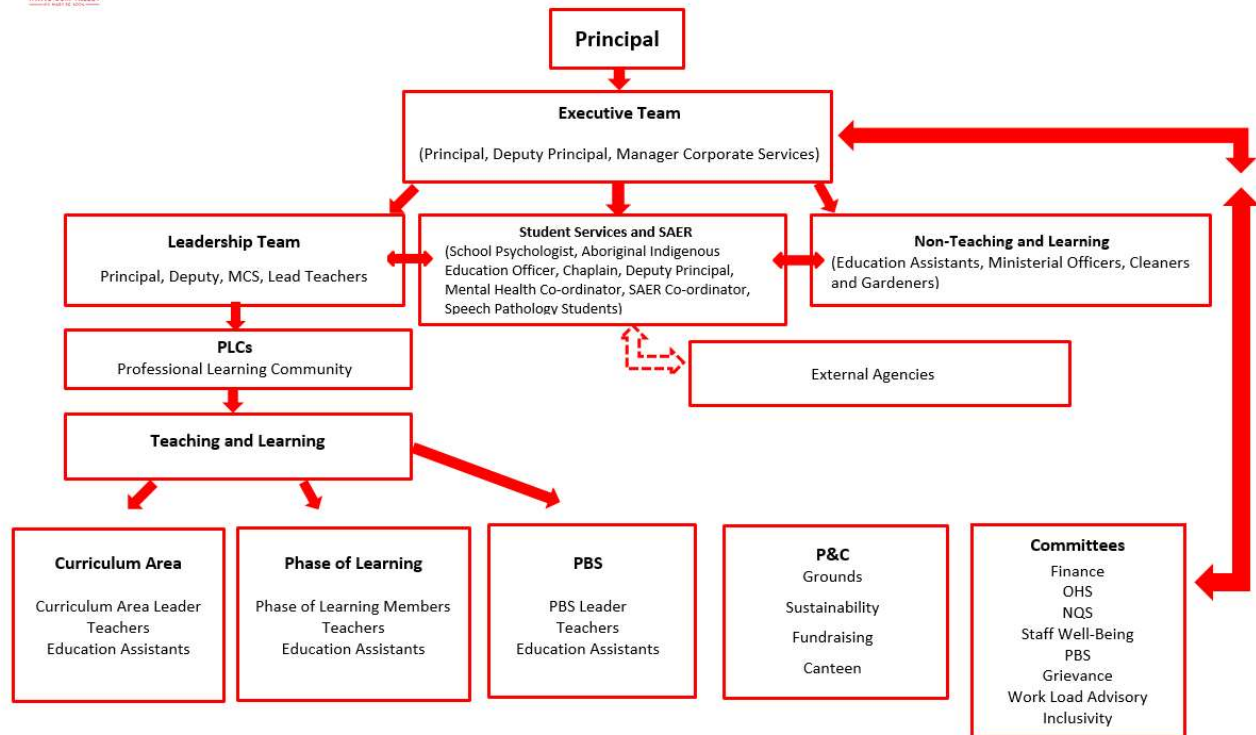
Student numbers reached 270 in Semester Two 2021 and our numbers for Semester One 2022 are currently 283 due to natural growth and a larger Pre-Primary intake versus a smaller group of Year 6 students departing.

Due to the increase in numbers and distribution of year group numbers the school applied for and received a transportable building for 2022. Our forecast for 2023 based on numbers enrolled at the Hazel Orme Community Kindergarten is for 275 students across the school. With approximately 6% of our students from an Aboriginal or Torres Strait Islander background the school has access to an Aboriginal Education Officer partially paid through the school budget for 0.5 time.



The Student Services team consisting of our Chaplain, Psychologist, AIEO, Mental Health and SAER coordinator as well as our Learning Support coordinator worked closely with the students with some form of disability or social disadvantage. For students with English as an additional language or dialect we had a trained staff member who advised teachers and assisted with planning and reporting. Other support services include extra Psychologist and Education Assistant time taken from our school budget.

Please refer to our Workforce Composition to see how our students were supported.



Student Attendance Data

Student Attendance (Data) (source: Schools Online)				
		Semester 1	Semester 2	Overall
	Attendance Rate	87.4%	89%	88.2%
	Authorised Absence	69%	68%	68.5%
	Unauthorised Absence	31%	30%	30.5%
	Regular student Attendance	51%	57%	54%
	Indicated Risk Attendance	33%	30%	31.5%
	Moderated Risk Attendance	12%	9%	10.5%
	Severe Risk Attendance	4%	4%	4%
	PPR Attendance	87.8%	86.7%	87.25%
	Y01 Attendance	90.7%	91.0%	90.85%
	Y02 Attendance	83.5%	90.3%	86.9%
	Y03 Attendance	87.7%	89.0%	88.35%
	Y04 Attendance	90.0%	90.5%	90.25%
	Y05 Attendance	84.7%	87.8%	86.25%
	Y06 Attendance	86.4%	87.0%	86.7%
Describe your analysis and impact of evidence				
<p>Western Australia experienced their largest COVID wave during Semester 1 of 2022, which had an impact on attendance rates across both semesters.</p> <p>Semester 1 data was a result of the impact that COVID had on our school community. With the opening of international borders, many of our families visited family overseas as they had not been able to travel since the beginning of 2020. We have a large number of families whose immediate and extended family live overseas. This had an impact on Semester 2 data.</p> <p>Most year groups had similar attendance rates during both semesters with Year 1 having the highest rates across the school (this is unusual as previously Year 6 has often had the highest rates of attendance).</p> <p>We resumed normal attendance protocols in Term 4 2022.</p> <p>Families are able to communicate absences to the school via email, an online absence form placed on the website and through a phone call to the school office.</p> <p>Regular articles are written and published to families promoting regular attendance, via our fortnightly newsletter.</p> <p>For families who are contemplating a holiday in term time, we ask that families commit to undertake learning activities in order to reduce impact on student outcomes, including;</p> <ul style="list-style-type: none"> • Make a record or diary of their holiday in a diary or memory box; • Do some real life educational activities such as map reading, Maths, Literacy, Languages, Geography, History, Science according to your situation; • Complete a research project on the holiday destination; • Complete a book diary with photos, drawings, sketches and student writing. <p>Many things are done to promote and celebrate positive school attendance, including:</p> <ul style="list-style-type: none"> • Students who attend school regularly are entered into a fortnightly raffle for a prize and recognition in the school newsletter; • The class with the best weekly attendance are celebrated and asked to host the indigenous players signed guernsey that had been donated by Fremantle Dockers. 				

Describe how non-attendance is managed by the school

We follow up on absences and with families of students who have a moderate and severe risk of attendance:

- We adhere to departmental policies and procedures;
- Absences followed up through 3 weekly INTEGRIS letters to parents requesting information;
- Informal notes are sent home from teachers asking for reasons for unexplained absences;
- Letters sent to families of students with a moderate and severe at risk attendance rate;
- Our Aboriginal Islander Education Officer (AIEO) supports Aboriginal students and families by providing 1:1 student sessions, having discussions with parents/carers and assisting with welfare needs as they arise;
- Our School Chaplain supports students and their families by providing 1:1 student sessions, having discussions with parents/carers and assisting with welfare needs as they arise;
- Meetings with families of students with a moderate and severe at risk attendance rate after the second letter being sent*;
- Attendance improvement plans are created, in conjunction with families of students with severe at risk attendance rates*;
- *This is being resumed in 2023, following COVID during semester 1 and many families taking overseas holidays to visit families during semester 2*



Student Achievement and Progress Data

In 2022, a range of formalised testing was used to complement class progress testing.

- A. NAPLAN testing for May – Year 3 and Year 5.
- B. PATS testing across Maths – Pending Science and Grammar/Punctuation – Years 3-6
- C. MOTIF DIST assessment for February and September – Pre-Primary – Year 2.
- D. OnEntry testing for February – Pre-Primary – Year 2.

Placement testing for 'Letters and Sounds' and Speech Therapy were also incorporated during the year.

Early in 2023, our testing will include:

- A. MOTIF DIST for Pre-Primary – Year 2.
- B. OnEntry for Pre-Primary and Year One.
- C. NAPLAN testing for Years 3 and 5.
- D. PATS testing for Years 3-6.
- E. Dibels testing for Year 2.
- F. Placement testing: 'Letters and Sounds', Speech Therapy, Spelling Mastery and Sounds Write (for identified students).

NAPLAN (Data) (source: Schools Online, SAIS)

Below, At and Above National Standard

Students in Year 3 are expected to score at Band 2 or above. Students in Year 5 are expected to score at Band 4 or above. Data showed that in Year 3, most students achieved the expected standard or above in all tested areas. At least 65% of students achieved a result 2 bands above the expected standard.

In Year 5, all but 3 or 4 students achieved the expected standards in all tested areas. At least 63% of students achieved a results 2 bands above the expected standard.

	Year 3				Year 5			
	Below (Band 1) %	At (Band 2) %	Above (Band 3 & ↑) %	Band 4 and above	Below (Band 3 ↓) %	At (Band 4) %	Above (Band 5 & ↑) %	Band 6 and above
Numeracy	0	10	90	67	7	12	81	65
Reading	0	5	95	90	5	9	86	65
Grammar	3	3	97	74	5	7	88	73
Spelling	0	3	97	74	5	10	85	66
Writing	3	3	94	86	5	7	88	63

Student Achievement

Students were reported as achieving at a Limited, Satisfactory, Good or Excellent level of achievement in Numeracy and Reading.

Year 3

Student achievement was higher in Reading than Numeracy. 23.1% of students achieving at least 'Good' results in Numeracy and 66.7% achieving at least 'Good' results in Reading.

When comparing our results to 'like' schools;

More satisfactory results were achieved in Maths with less students scoring good and excellent results in comparison to 'like' schools.

In Reading, results with 'like' schools were similar, with more students achieving good results in comparison to 'like' schools.

Student Achievement - Year 5

Student achievement was higher in Reading than Numeracy, with 52% of students achieving at least 'Good' results in Reading and 35.9% achieving at least 'Good' results in Maths.

When comparing our results to 'like' schools;

In Numeracy, more students achieved good results than 'like' schools, which impacted the number of students achieving excellent results.

Student Progress

Students were reported as making Very Low, Low, Moderate, High or Very High levels of progress from OnEntry testing in Pre-Primary to Year 3. Due to there being no testing in 2020, Year 5 student progress could not be reported on.

When comparing Year 3 Progress to 'like' schools;

In Numeracy, more students made moderate levels of progress in comparison to 'like' schools with less students making high or very high levels of progress.

In Reading, more students made moderate and high levels of progress than 'like' schools, impacting on the number of students making very high levels of progress.

PAT (Progress Attainment Tests) – Norm Reference Reports December 2021

We use the ACER Progressive attainment Tests (PATs) to track students on a year to year basis. Students complete the assessments twice a year with student progress being monitored and tracked. We have compared our results to the Norm Reference Group. When comparing our results with the Norm Reference Group, our students perform favourably in comparison to NAPLAN testing. Teachers carry out a Disciplined Dialogue process that identifies student successes and challenges.

Reading

Students performed better than the norm reference group in all year groups in terms of average score. Year 4 had a bigger difference than the other groups. The range of results is slightly bigger than the norm reference group in most groups with Year 3 having the biggest range. Year 4 and 6 students had a higher score starting point than the norm reference group.

Grammar And Punctuation

Students performed better than the norm reference group in all year groups in terms of average score. The range of results is bigger than the norm reference group in all year groups, with Years 3 – 5 having a range that begins on a higher starting point, meaning overall better performance. Grammar and Punctuation saw the most favourable results when comparing against all subjects tests.

Maths

Students performed slightly better than the norm reference group in all year groups in terms of average score. The range of results is bigger than the norm reference group in all year groups, with the lowest result being lower in Years 4 and 5. Maths saw the most similar range of scores for all years across the subjects assessed.

Science

This is the first time that science has been a tested subject area. Students performed better than the norm reference group in all year groups in terms of average score. The starting point of the range of scores is also slightly higher with Year 5 students having the smallest difference.

Motif DiST Pre-Primary to Year 3

MOTIF is a set of tests that allow teachers to trouble shoot literacy difficulties in students. With an evidence base to support the tests, it was developed by several professors at Macquarie University. It provides a number of tests that allow teachers to learn more about students' knowledge and understanding in the area of Sounds, Non words and Irregular Words. We conducted the tests in February and again at the beginning Term 4 to check for progress made. From the tests conducted in February, teachers were able to identify students who were behind their peers as well as looking for common errors with the students to rectify. The tests conducted in Term 4 was an opportunity for teachers to check the impact of their teaching as well as further identifying students who needed closer monitoring in 2023.

DiST-s out of 32 (sounds) This test is conducted with students from Pre-Primary to Year 2.

Progress was made across Pre-Primary and Year 1 in all aspects of DiST-s. Only 4 students had a critically low score in Pre-Primary. From the beginning of the year this decreased from 34. By the end of the year, only 4 students in Year 2 had critically low scores but progress was made for the students across the year group in both average score and 'average below mean' range.

DiST-n out of 74 (non words) This test is conducted with students from Year 1 to Year 3

Across the 3 year groups tested, students improved in both their total score and percentile, with Year 2 making the least amount of progress in comparison to February. More students achieved a percentile that put them into the Average and Above Average range in comparison to the beginning of the year.

DiST-l out of 74 (Irregular words) This test is conducted with students from Year 2 and Year 3

The results for Year 2 and Year 3 indicate progress made in both the average total score and the percentile score. More students scored in the Above Average and Well Above range than in February. In Year 2, there was a slight increase in the number of students who scored in the Well Below Average range; these students have been identified. Each of these students had already been selected to receive additional literacy support at least once a week as well as a focussed 'learning to read' session.

Next steps...

- Identification of students who haven't made progress will be shared with individual teachers.
- Teachers to carry out a Disciplined Dialogue Process and shared with the Deputy Principal.
- Putting planned actions into place.
- Continuation of Monitoring and Tracking document
- Analysis against progress made by individual students in the Letters and Sounds Program (All tracking booklets were completed by Week 6 of Term 4).

OnEntry PP-Year 2

Our school undertakes the Education Department OnEntry testing program in Pre-Primary, yearly. The information generated from the one-on-one testing in Reading, Writing, Speaking and Listening and Numeracy helps define the learning needs of individual students and areas for teaching by teachers. There are four modules for each subject and responses are then calibrated into bands and given a percentage. At White Gum Valley PS, this testing in 2022 included students in Years One and Two as the scoring leads into NAPLAN data available in Year 3. Individual information for OnEntry was made available to parents.

OnEntry assessments are a diagnostic tool for our teachers in Pre-Primary, Year 1 and Year 2. The assessments do not have a pass or fail or a desirable standard.

As a way of monitoring progress this testing from Pre Primary is linked to our monitoring of students through to their first NAPLAN testing in Year 3. A monitoring and tracking document was in place for our staff.

Staff met to look through the data and student responses as part of Disciplined Dialogue meetings to put planned actions in place. These meetings helped to outline approaches for assessing student needs for class programming as well as meeting the needs of individual students.

Post School Destination

The 36 Students from the Year 6 group at White Gum Valley applied and gained entry into one of twelve Secondary Schools for 2023.

Of these students, 66% enrolled at Government High Schools, many in the merit select courses that involve an application, testing and interview. This is down slightly from the 71% in 2021.

Destination	Number	Destination	Number
John Curtin College	8	Willetton SHS	1
Fremantle College	8	Bob Hawke College	1
Melville S.H.S	2	Perth Waldorf School	1
Applecross S.H.S	2	Seton College	5
Leeming S.H.S	1	CBC Fremantle	1
Shenton College	1	Iona College	3

2022 Year 6 Survey – December

Students exiting at the end of 2022 were asked to complete a student designed survey outlining their experiences of primary school and their expectations of their secondary education based on the Transition activities they undertook.

Other questions included what else could WGVPS have done to better prepare them, advice for the year 5 students coming through and what is important to continue doing with the younger students next year.

Feedback indicated that Transition days were a great idea but could be longer. They felt we should consider doing some secondary 'taster' lessons during the year. The students were very positive about their primary experiences and the work of their teachers. Some felt that more homework would have been good. Others felt that the homework level was just right.

More excursions were popular suggestions. Our Sports program was well received. Advice to Year 5 students was around being organised, being focused during lessons, getting involved in all the school has to offer and looking out and supporting others in class and the playground. Our ROS motto (Respect, Organised and Safe) was referred to as well as listening to teachers and enjoying camp.

2022 Year 7 Survey – July

The 2021 Year 6 students were sent a second survey to give us feedback on how the First Semester of Secondary School had gone. There were very few returns but as many former students return to the school for various events, they were asked for verbal feedback. Students had a great connection through social media to check on each other.

The size of secondary schools took some getting used to but the ability to meet new friends in their various classes was something they enjoyed. The work undertaken in Year 6 was a good opportunity to meet the expectation of the various subjects and secondary staff. Setting a routine for managing homework loads needed to be done very early in the year and for some, this took time to adjust.

The range of subjects to follow up interests was very appealing to everyone.

Parent/Student/Teacher Surveys

The School has undertaken these surveys since 2005, the last being in 2022.

The School Board devised four open ended questions to reflect programs and themes being reviewed during 2022.

These were:

- What does our School do well?
- What other ways could we further develop our school?
- We are currently putting together our goals/priorities for the next 3-year Business Plan and Reconciliation Action Plan (RAP) that is updated yearly. Do you have any thoughts on what could be included or how they could be presented?
- Within our Curriculum, we have Cross Curriculum Content in areas like sustainability and conservation. Do you have any feedback on what/how we could shape future possible initiatives?

Since 2020, our Board meetings along with Staff meetings, have reviewed the data collected and actioned recommendations through our Operation Plans. The 2022 Survey Data will help guide our 2023-2025 Business Plan.



REVIEWING THE SURVEY FEEDBACK

Part A – Responding to Statements:

There were a number of statements to which parents, staff and students from years 4-6 were asked to respond to using a scale from Strongly Disagree to Strongly Agree. Results were shown as a 5-point scale.

The school reflected on the scales across three survey periods 2018-2022 and noted those that were at the top or bottom of the scale as well as did an average across the six years.

Members that undertook the School Survey:

Students – 106

Staff – 20

Parents – 48

PARENTS

Teachers at this school expect my child to do their best 4.4 (4.3)
I can talk to my child's teacher about my concerns 4.4 (4.4)
My child likes being at this school 4.4 (4.3)
This school has a strong relationship with the local community 4.4 (4.3)
Teachers at this school care about my child 4.4 (4.4)
Student's behaviour is well managed at this school 3.6 (3.7)
Teachers at this school provide my child with useful feedback about their work 3.9 (4.0)
This school takes parents' opinions seriously 3.9 (3.8)
My child's learning needs are being met at this school 3.9 (3.9)

The results were generally very positive, with the majority of statements in the four out of five range. The 2022 feedback was the same or better for most of the statements. The School Board will work through feedback regarding behaviour, feedback, opinions and learning needs expressed by some respondents.

STAFF

Teachers at this school expect students to do their best 5.0 (4.9)
Teachers at this school treat students fairly 4.8 (4.6)
Students at this school can talk to their teachers about their concerns 4.8 (4.6)
Teachers at this school care about their students 4.8 (4.9)
I receive useful feedback about my work 3.8 (3.7)

The results were very positive with the 2022 feedback the same or better for most of the statements. Whilst the 'receiving feedback' score has improved, the leadership team will work with staff to look at further possible areas to address.

STUDENTS

My teachers are good teachers 4.5 (4.4)
My teachers care about me 4.4 (4.3)
My teachers motivate me to learn 4.3 (4.2)
I like being at my school 4.3 (4.2)
My school is well maintained 4.3 (4.3)
My school takes student's opinions seriously 3.6 (3.6)
Students' behaviour is well managed at my school 3.5 (3.4)
I can talk to my teacher about my concerns 3.8 (3.7)

For the 2022 Survey, the year 4 students were included for the first time. Rating for the statements were better than the average of the last three surveys that were administered. The Leadership team will work with the year 4-6 staff to identify areas where student voice, behaviour expectations and speaking to staff regarding concerns can be promoted. This will then have a cascading effort for younger years as well.

Part B – Responding to our Open-Ended Questions:

Due to the number of responses from staff, parents and students, similar comments were grouped for each to assist with picking out feedback. All comments, though, were shared with the Board to look at the range of idea and suggestions put forward.

There were many single comments which did not fit into a category that will be revisited by the Board and at staff meetings between now and the next survey in 2024.

1. AREAS THE SCHOOL DOES WELL IN

Parents (4-11 comments for each)

- Work of individual staff
- Staff working well together
- Making children feeling welcome/supported
- Community involvement
- Communications – CONNECT
- Academic programs
- Celebrating Aboriginal heritage and diversity inclusion

Staff (7-10 comments for each)

- Communication
- Care of students
- Supporting each other/being committed
- Pastoral Care

Students (8-20 comments for each)

- Fun/Teachers/Leadership
- Teacher care/Support/Kindness/Generosity
- Excursions/Incursions
- Activities: Edu Dance, Camp Out, Coding and Lego clubs, Art, Music, Sustainability, Breakfast Club, Carnivals
- Big grounds
- Canteen

2. AREAS THAT WE COULD FURTHER DEVELOP

Parents (2-3 comments for each)

- Extension
- Specialist programs
- Resources for struggling students
- Canteen for 3 days
- Teaching and class management

Staff (2-3 comments for each)

- Physical environment
- Storage
- P.P play area

Students (3-20 comments for each)

- Cooking
- Longer recess
- Garden development
- Murals
- Food changes at canteen
- Class pet
- More clubs like chess, art, gardening, soccer and nature
- Variety of library books and young adult section

3. BUSINESS PLAN AND RAP FEEDBACK

Parents (2 comments)

- Noongar language – Term project

Staff

All individual suggestions

Students (3-22 comments for each)

- Aboriginal Dance group visits
- Noongar words
- Excursions/Incursions
- Paintings/Murals
- Visiting Aboriginal sites
- Aboriginal stories/history
- Traditional foods/medicines/plants
- Outdoor activities

4. SUSTAINABILITY AND CONSERVATION (For students we also added 'other areas to study')

Parents (4 comments)

- Boo Park – Outdoor classroom – excursions

Staff (3 comments)

- Adopting an animal – Kaarakin Park/Carnaby Cockatoos

Students (3-12 comments for each)

- | | |
|---------------------------|--------------------|
| • Cooking | Sewing |
| • Woodwork | Gardening |
| • Other culture/languages | Plants/Animals |
| • Coding | Solar Panels |
| • Ocean Life | Robotics/Mechanics |

School Income and Expenditure

Finance

Revenue for 2022 was very positive.

Voluntary Contributions were very close to our budget estimate with 84% of families contributing to our Voluntary Contributions scheme, building on the 80% in 2021.

The school received \$29,158.90 for leasing out school facilities.

Donations and funds generated from the P&C came to \$56,596.28.

Total funds available for 2022 totalled \$519,553.95.

Expenditure for 2022 totalled \$419,151.43 which was lower than expected due to the effects of COVID in the early part of the year.

The highest areas of spending were in the areas of Buildings/Property/Equipment and Curriculum/Student Services.

Only \$3,000 was required to transfer to our Reserve accounts. Currently in our Reserve account we have \$397,960.19 which has been allocated to building improvements, computer replacement and updating furniture as well as equipment. No equipment was leased during 2022.

The general fund carry over into 2022 was \$79, 914.53.

Resources

GRANTS: The School was successful in obtaining grants for our School Chaplain, Mental Health Co-ordinator and our Artist in Residence program.

Revenue – Through revenue generated by leasing school facilities, the school was able to support our Speech Therapy initiatives, school volunteer program (Ed Connect) and provide resources for our learning programs and support of individual students.

DEPARTMENT FUNDS – Funds generated through student enrolment enabled the school to extend the time of our psychologist, Aboriginal Islander Education Officer, Education Assistants working in the early years or on various curriculum programs and providing extra gardening time.

Funds also enabled the school to structure release time for staff to work on various initiatives including: visiting classes/schools, writing/reviewing planning documents, undertaking professional learning and developing various curriculum team projects.

Funds were put toward student and teacher curriculum resources. Library books, furniture for one class, grounds improvements, adventure playground, student computer devices, paving and an Aboriginal mural.

Workforce Composition

Position	Number Of Staff	FTE
Principal	1	1.0
Deputy Principal	1	1.0
Level 3 Teachers	2	1.0
Other Teaching Staff	20	13.0
Other Non-Teaching Staff	10	7.8
Instructional	1	0.3
Clerical/Administrative	2	2.0
Gardening/Maintenance	1	0.4
Total	38	26.5

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

To assist in the running of our school programs, the school allocated extra support to the following areas from the school budget:

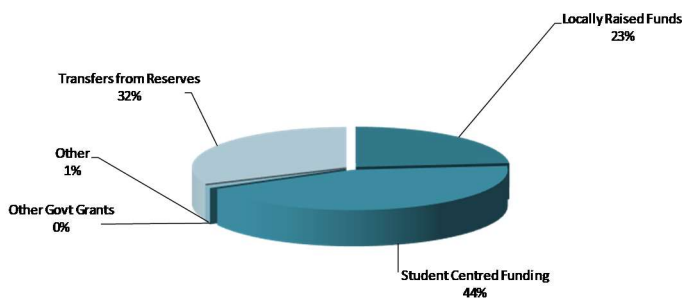
- Funding of Speech Pathologists (Fremantle Speech Services and Curtin University) for 3 days per week
- Cleaning and gardening support
- Teacher release time to undertake operational planning
- Financial support for our Chaplaincy program
- Extra EA assistance for Literacy programs (0.4)
- Extra EA assistance for Year 1/2 support
- Topped up School Psychologist time (0.1)
- Appointed a Technology Teacher for middle/upper area
- Made provision for Deputy Principal to undertake Learning Support role
- Extra time allocated to our Aboriginal Education officer to work alongside any Aboriginal students (0.1)
- Extra allocation to extend our gardening support



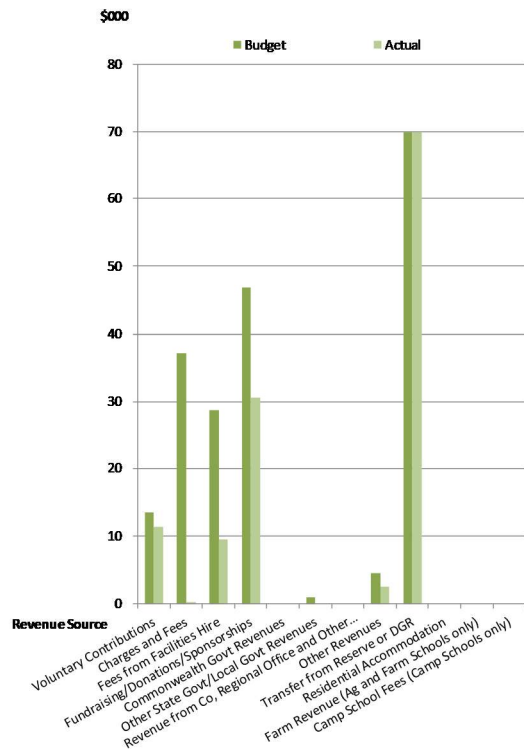
White Gum Valley Primary School
Financial Summary as at
Enter date. For example 31/12/2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,536.00	\$ 11,432.05
2	Charges and Fees	\$ 37,100.00	\$ 255.00
3	Fees from Facilities Hire	\$ 28,724.00	\$ 9,459.99
4	Fundraising/Donations/Sponsorships	\$ 46,800.00	\$ 30,632.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 4,500.00	\$ 2,478.93
9	Transfer from Reserve or DGR	\$ 70,000.00	\$ 70,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 201,660.00	\$ 124,257.97
	Opening Balance	\$ 79,915.00	\$ 79,914.53
	Student Centred Funding	\$ 162,933.00	\$ 96,177.42
	Total Cash Funds Available	\$ 444,508.00	\$ 300,349.92
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 444,508.00	\$ 300,349.92

Current Year Actual Cash Sources

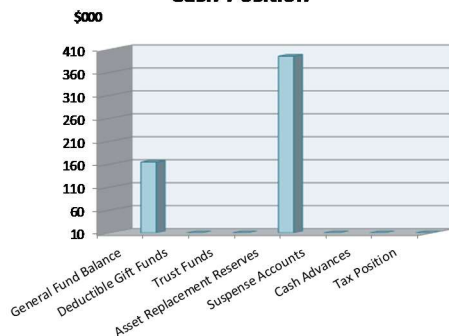


Locally Generated Revenue - Budget vs Actual

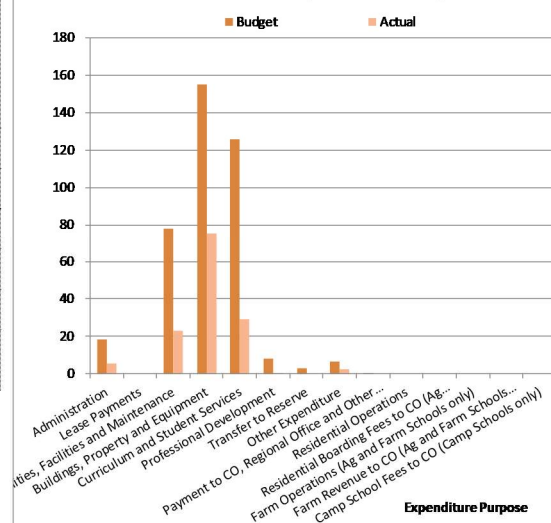


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 18,280.00	\$ 5,539.78
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 78,150.00	\$ 23,158.91
4	Buildings, Property and Equipment	\$ 154,850.00	\$ 75,610.70
5	Curriculum and Student Services	\$ 126,028.00	\$ 29,130.38
6	Professional Development	\$ 8,200.00	\$ 199.43
7	Transfer to Reserve	\$ 3,000.00	\$ -
8	Other Expenditure	\$ 6,502.00	\$ 2,574.11
9	Payment to CO, Regional Office and Other Schools	\$ 328.00	\$ -
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	\$ 395,338.00	\$ 136,213.31
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 395,338.00	\$ 136,213.31
	Cash Budget Variance	\$ 49,170.00	

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 550,652.00
Made up of:	
1 General Fund Balance	\$ 164,136.61
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 394,960.19
5 Suspense Accounts	\$ 410.10
6 Cash Advances	\$ (500.00)
7 Tax Position	\$ (8,354.90)
Total Bank Balance	\$ 550,652.00

School Priorities

With the completion of the School Business Plan in 2023, the school will undertake planning with input from the School Community in preparation for the new plan which will extend into 2025.

CURRENT SCHOOL PRIORITY 2022.

For 2023, these priorities will be linked with the 6 domains of the School Review Standard.

1. LEADERSHIP

The school has actively encouraged staff to take on leadership opportunities at our Fremantle/Cockburn Network, School, Committee or class levels.

Release time and professional learning have been made available to enhance these roles.

This is the second year of the priority.

The school has an updated Distributed Leadership Structure implemented during 2022.

At the Network level (2) staff completed an 18 month Emerging Leadership initiative guided by the West Australian Future Leaders Framework.

The principal stepped down as a member of the Fremantle/Cockburn executive and our deputy was elected to be the executive officer for the Network. This involvement has allowed us to be closely aligned to initiatives from our local Network.

At the school level, our leadership team processes have been strengthened. The group represents teaching and non-teaching staff and meets weekly.

A second team focusing on Student Services/SAER has been expanded and now includes the expertise of our School Psychologist and Aboriginal Indigenous Education Officer, Chaplain, Deputy Principal, Mental Health Co-ordinator, SAER Co-ordinator and on site Speech Pathologist students.

A third team representing ministerial offices and Education Assistants meet regularly.

In the area of teaching and learning, teachers have taken on responsibilities as members and leaders of (PLC) Professional Learning Communities, Curriculum Leaders of Learning areas and others have taken roles as Phase of Learning Leaders.

Leadership opportunities have also been taken up in a range of other areas including:

- PBS (Positive Behaviour in Schools) Team
- School Board representatives
- Finance, Leadership, Grievance, Grounds, Workload and Wellbeing Committees
- Inclusivity Committee
- Early Childhood – (N.Q.S) National Quality Standard

At a class level, staff have had opportunities to undertake Walk Through's of each other's classrooms and sharing observations with each other. Our Deputy was also involved in providing support for class observations and moderation of student work through disciplined dialogues..

This localised leadership enabled all of the staff to be involved in some form.

Funding was allocated to appoint a Co-ordinator to liaise with the staff in the daily delivery of the programs across the Years PP – Year 2. This involved testing and allocating students to phases and regular team reviews regarding placements during the year. Funding to expand a decodable text library was also undertaken. The Heggerty approach was also introduced across the early years to promote phonemic awareness as a strategy and an early predictor for reading success.

What we have seen as a result of, promoting leadership amongst staff:

- Even though we are a level 4 school, over 50% of staff delivered professional learning to others either at class level, during staff meetings and/or school development days.
- Two staff involved with a feeder secondary school were part of a STEM/Enterprise skills trial program and workshopped with staff strategies, programs and a scope and sequence document for the whole school.
- The school was fortunate to have a trained (CST) Curriculum Support Teacher on staff who assisted with the exposure and implementation of curriculum resource materials.
- Our Inclusivity team, originally school based, has now expanded to other schools in and out of the South Metropolitan Region. The CONNECT group of teaching and non-teaching staff met once a term to look at the writing of (RAP) Reconciliation Action Plans, furthering understanding of the Aboriginal Cultural Standards Framework and sharing expertise from within the group. At a school level, the team worked closely to support our Aboriginal students and their teachers.
- With the Network Executive Officer role that our Deputy Principal is undertaking, there is now the opportunity weekly for various staff to undertake administration tasks and experience Deputy responsibilities under guidance.
- In the Maths and English Committees, staff have provided leadership in the implementation of whole school initiatives and pedagogical approaches. Time was allocated at each staff meeting to involve all staff with decision making.
- The writing of Operational Plans by teams and providing release time to research curriculum requirements was further enhanced during the year.
- The work of the PBS team representing teaching and non-teaching staff required professional learning to keep abreast of the latest thinking in the area of Positive Behaviour Management.
- Training was provided to our Mental Health Co-ordinator and Chaplain to assist with mental health needs of students and the coordination of Mental Health week.

2. RESPONDING TO WHOLE SCHOOL PROGRAMS IN LITERACY AND NUMERACY

In 2021, our focus was on the use of our early years' synthetic phonics program.

Letters and Sounds, and the accompanying Decodable Reading Program. Moving through 2022 the consolidation of this focus was promoted. This led to reviewing whole school approaches in literacy for students in years 3-6 who were either Tier 1 or Tier 2.

Further funding through the English Committee was used to have staff explore various programs and visit other schools. At the end of 2022, it was decided that funding be allocated to introduce 'Sounds Write' as an intervention program and 'Spelling Mastery' as a spelling approach. All staff undertook professional learning and planning for their introduction in preparation for 2023 and resourcing allocated to provide a Literacy Leader and an Education Assistant in the area as well.

The scaffolding also included resourcing and communication with parents as well as testing and allocating students to phases.

'Bump Up' walls in classrooms was the strategy to promote our work in the writing strand. Talk4Writing was reviewed via the use of a Bump Up wall. The wall gave a Visual representation of where students were at. Examples of good practice were attached as a reminder for students. The use of the wall to promote other areas like HASS and Science for writing reports was also explored.

The Heggerty approach was also consolidated across the early years to promote phonemic awareness as a strategy and an early predictor for reading success. To assist with the consolidation of our pedagogical processes, the school conducted disciplined dialogue sessions to respond to the results of data collected .

Moving into 2023, the disciplined dialogue meetings will continue to provide support to staff interpreting data for planning processes.

In the area of Numeracy meetings to interpret data was also undertaken. Consolidation of the TT Rockstar program for tables understanding maths warmups and lesson design was also undertaken. Greater use of the interactive whiteboards for practicing facts and concepts daily was also promoted by the Maths Committee.

- A lesson proforma for Maths, either weekly or daily, was developed along with a vocabulary program document and a pedagogical guide for Maths.
- TWO acronyms, APE and RUCSAC were promoted with staff for the teachers of reasoning and a process for students to follow when problem solving. (Process, read, undertake, identify, how to solve a problem and then check)
- Moving into 2023, the school has been fortunate in being selected to be part of the Light House Maths project through Scitech to look at areas like maths reasoning and powerful problem solving where all students can achieve success and build confidence. More work to look at the 'Science of Maths' and Maths Ropes will also be shared across all year levels.
- The school provided the opportunity for students in Years 5 and 6 to participate in the Maths Olympiad Games Competition as well as the Numero Challenge. The students performed well in these interschool competitions.

To better monitor new pedagogical understandings, the staff have developed Literacy and Numeracy channels on TEAMS that new information and consolidation of professional learning can be accessed readily, and documents can be interactive.

3. SUPPORT FOR STUDENTS

The school used 2022 to consolidate our Student Services Team and use funding to provide extra resources for students.

This included:

- Increasing the time of our School Psychologist
- Further extension of our Mental Health Co-ordinator grant
- Continuing with the subsidy to maintain a chaplaincy presence
- Increasing the time of our Aboriginal Indigenous Education worker
- Providing extra support to staff with Education Assistant access for Year One, students with extra needs and running our literacy program in the early years.
- Providing opportunities for a staff member to obtain training in the (SAER) Students At Education Risk role.
- Strategies refined during the year included regular meetings as a team, use of the 'Friendly Schools Plus' program for activities, allocating a Wellbeing week to undertake a session for students. The P&C also supplied wellbeing journals for senior students. Staff were trained in the use of 'Team Teach' and 'Zones of Regulation'.

Moving into 2023, resourcing will be reviewed based on the needs presented by students.

SCHOOL PRIORITIES FOR 2023 will be linked to the six domains.

Relationships and Partnerships

Communication
Cultural Responsiveness

Learning Environment

Environment
Student Services

Use of Resources

Effective use of human physical and financial resources linked to operational plans

Leadership

Student Leadership

Quality Teaching

Whole school Consistent Practice

Student Achievement and Progress

Positive outcomes linked to statistically similar schools

2020-2022 Business Plan

School improvement is being assessed against our level of effectiveness across 6 domains. These domains will continue to be addressed through our Board meetings over the three years of the Plan. They will provide a view at a point in time, of our progress.

DOMAINS:

Relationships and Partnerships To continue to improve/analyse the School Satisfaction Survey results relative to the 2020 results across the school community.

Learning Environment. Effective practice implemented or maintained across the school promote social and emotional well-being for all members of the school.

Leadership. A leadership structure ensures all members of our school promotes the vision of excellence for all students.

Use of Resources. All human, physical and financial resources will be effectively utilised to address focus areas and day to day operations.

Quality Teaching. Contemporary and evidence-based practices will be evident across WGVPS through whole school planning documents, engaging lesson delivery and reflective practices.

Student Achievement and Progress. Through quality teaching and differentiated learning, all students are provided with opportunities to improve.

Our school improvement cycle reflects that of the Department documents.

ASSESS PLAN ACT

We use data and evidence in order to review our programs and to inform us of the success of changes made to our curriculum programs.

Within our school, processes are in place that inform the school community about what is being assessed and when. This applies to all academic, social, emotional and organisational aspects of our programs.

BUSINESS PLAN ACCOUNTABILITY TRACKER

Each term the School Board reviews the progress for two of the domains using a document called a Board Accountability Business Plan Tracker.

The Business Plan Tracker has been created to enable us to continuously review our progress against the milestones we have set for the 6 domains.

By using a traffic light colour coded system, the School Board can easily see what progress has been made as well as being given information pertinent to each milestone.

Indicates no action planned at this time	Indicates no action taken although planned	Indicates milestone not achieved at this time	Indicates in progress	Indicates milestone achieved/maintained
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The tracker identifies who is responsible for that milestone as well as what data or evidence is needed to be collected and analysed.



Please refer to our 2020-2022 Business Plan available on the website for further details.



School Partnerships and School Involvement

Our facilities were accessed by a variety of groups including:

- Fremantle City Council for Precinct Meetings
- Fremantle Tennis Club for before school lessons
- Hilton Cricket Club for after school training
- Local soccer club lessons after school
- Music tuition after school
- Horizons before and after school care in one of our buildings
- Playgroup association use of our facilities
- School Chaplain and parent volunteers for Breakfast Club

Community partnerships included:

- Fremantle Speech Pathology Services and Curtin University providing weekly therapy for a number of students
- Busy Bees to promote areas of our grounds including the Sensory Garden and Yarning Circle
- Tree and bush planting initiatives
- Aboriginal Parent/Carer afternoon teas
- Fremantle Council and the use of Booyeembara Park as an outdoor classroom

P&C Association

Our P&C during 2022 raised in excess of \$13000 and generously donated \$49,000 back to the school.

P&C Support assisted with part funding of our new playground and Aboriginal themed mural.

Bus subsidies for swimming, pavers around the bell, defibrillator for the first aid room, science incursion, display trolley for the library, mini whiteboards, well being journals, pizza for the dance concert and part costing of the new set of basketball parts were some of the areas that funds were spent.

The P&C resourced and/or supported the Athletics and Swimming carnivals, Edu Dance, Federal Election stalls, Annual Book awards, Open Night, Graduation shirts/activities, class teacher allowances and Busy Bees. Also, they put in place a series of social activities for parents including a Quiz night and Camp Out.

Class parents were appointed to assist the executive and sub-committees.

Our P&C coordinated our traffic light coded canteen for two days per week employing two staff assisted also by a number of volunteers. The facility was a great place for the parents to catch up and was well used during the year for a range of P&C fundraising events.

The ordering and distribution of uniforms was coordinated by the P&C. Second hand uniforms were also available for sale through the Uniform Service.

The P&C also had a team of parents who actively brought the Community together with a range of events throughout the year. This was supplemented by each year level parents also running fund raising events. The year 6 parent team raised funds, via events like the movie night and disco for Camp and a gift of new faction flags for the school.

Other Sub-Committees included:

- Grounds – Assisting with the care of our gardens
- Grants – Assisting with the writing of grant applications in particular a successful one for an Artist in Residence
- Social Media – Working on various communication tools
- Sustainability – Promoting sustainable practices through activities with students like the introduction of FOGO bins

Our parents were acknowledged during P&C Day for their brilliant efforts a gift was also provided during our Parent Thank you event at the end of the year.

School Board

The White Gum Valley Primary School Board was established in 2017 and undertook a Delivery Performance Agreement, Statement of Expectation 2021-2024 and also reviewed the 2022 Funding Agreement.

The Board was part of the 2019 School Review and will again play an important role in the 2023 School Review.

Our elected Board of five parents and four staff met twice a term in 2022. Meetings were flexible with an online option available.

A yearly calendar of responsibilities was in place to help guide our role, along with a Principal's Report and presentation of our budget position tabled at each meeting.

A Business Plan Tracker was in place for each meeting to review two of the 6 Domains of the 2020-2022 Business Plan. This tracker provided a focus for members to review data collected for each domain.

Aside from presenting updates and evidence, staff were invited to address various areas they were responsible for.

Each meeting and the relevant documents were placed on the Board CONNECT site. The Board welcomed three new members during 2022 and thanked the members whose tenure had finished, for their expertise and commitment.

The members are to be congratulated for the role they provide as a skilled and caring group engaged to represent the School Community and provide the best for our students.

The Board used a document to guide meetings. It outlined expectations of what needed to be covered for each term and was tabled at the commencement of the year.

Meetings covered the following content:

Term 1	Term 2
School Entrance Statement: Grounds Playground equipment: Grounds Review P.B.S Plan: Policy Signed off 2022 Funding Agreement Election of new members Focus 2022 discussion P&C and Principal updates Community use of school facilities agreement Code of Conduct Budget Reports. Presentation of 2022 Draft Budget Business Plan Tracker: Relationships and Partnerships & Learning Environment COVID Update Term One testing: Disciplined Dialogue meetings- Individual Education Plans Approval for a change in Uniform Company Board module training and review	Board training module 1 and 2 Business Plan tracker: Domains of Quality Teaching & Student achievement and progress Update on Department Initiatives as part of Focus 2022: Synthetic Phonics P&C and Principal updates NAPLAN testing: Reviewing Semester 1 and 2 Reports and how they are written Survey Review 2022: Open ended questions Vaping Education tool kit Grounds update: Game markings, Basketball backboards School Development Days for 2023 discussion Oval use after hours: Dog strategy Yr8 2021 Survey feedback School Photos Class curriculum updates P&C Day acknowledgment Science upgrade grant Annual Report 2021

Term 3	Term 4
Board Training module 3 and 4 NAPLAN data discussion Voluntary Contributions and charges for 2023 endorsed Business Plan Tracker: Domains of Teaching Quality & Student Achievement and Progress School/Hazel Orme Information Booklets Oval use after hours: Dog strategy & Managing dogs on our school site 2022 School survey: open ended questions Joining the new online Board platform (Council and Board Register) Successful Solar Panel grant Successful Artist in Residence grant P&C and Principal updates Grounds update: Entrance statement Budget Reports tabled and discussed	Board Training module 5 Business Plan Tracker: Domains of Leadership & Resources Cultural Awareness Course Preparation for the 2022 School Survey Therapists in our school setting: Policy discussion STEM Expo: Parent involvement Well-Being Week Open night discussions or Communications Communication around enrolment for 2023 Lift our Board profile Review of Survey data Role of Inclusivity Group Year 6 2022: Exit Survey New initiatives: Sounds Right/Spelling Mastery/Lighthouse Math P&C and Principal updates Department documents <ul style="list-style-type: none"> • Focus 2023 discussion • Quality Teaching Strategy Budget Reports tabled and discussed Operational Plans reviewed along with Funding Requests Acknowledgement of school parent helpers Leavers' shirt 2024: Aboriginal design process Draft budget 2023 discussion

We thank the parents and staff, who make up the School Board, for their dedication and contributions made during the year.

A personal message from Chair of the Board, Daniel Gretton.

The data of this Annual Report reveals all the work our White Gum Valley Primary School teachers, admin, and support staff do to provide stability and safety in our children's lives. They spend time providing our children access to the knowledge, resources, and skills they can use to build successful and fulfilling lives. The effort they give in creating a sense of community is essential in helping our children feel connected to their peers, teachers, and school whilst nurturing a positive and inclusive learning environment where our children feel welcomed and valued. Their dedication, passion, and selflessness shows no bounds.

One of the most critical roles a school board member can fulfil is to help promote the school in the community. Our teachers and our school need your support with this. And what does every good cause need? A champion. I'll never play in the AFL nor get selected for the Australian cricket team (though I'm still hopeful and available). Still, I can choose to get involved in sharing my thoughts on what matters most in the lives of our parents and their children while at White Gum Valley Primary School and help contribute to its success. But most importantly, I can champion the tireless work of the school staff and the invaluable impact they have on the lives of our young people in shaping their futures. So why would you want to become a member of the School Board? To become a champion, that's why.

Conclusion

White Gum Valley Primary School has been an Independent Public School for five years and as a school community we continue to explore the flexibilities that are available to us to better meet the needs of our students.

Our planning was guided by the Department's Strategic Plan, FOCUS document 2022 and our 2020-2022 Business Plan.

The school is striving to develop Whole School planning and pedagogical approaches to assist with Teaching and Learning that will assist with transition from one year to the next.

Our leadership structure has been built through the leadership team and consists of Learning Area, Phase and Curriculum leaders.

Our Leaders also cover the areas of Finance, NQS, Mental Health, STEM, Student Services, Inclusivity, PBS and OHS. Leaders and Teams are represented in Literacy, Numeracy, Science, Health, Arts, Physical Education, HASS and Technologies. A team approach in these Professional Learning Communities across phases of learning has enabled effective Operational Plans to be written and fed into our budgeting processes.

We thank our families who attended our OPEN NIGHT in Term 4. In excess of 80% (80.25%) of families were represented during the event.

Congratulations to our students who currently hold the Athletics, Swimming, Cross Country, Soccer and Netball shields across our Interschool Competitions.

With the excellent support of all of the school community in a year influenced by COVID and staff/student absences, our school has continued to provide a teaching and learning program to meet the needs of our students and a variety of communication strategies to keep families informed.

We look forward to 2023 using the structure of our new 2023-2025 Business plan to help guide our work and support of staff, families and students.

We thank you for taking the time to read our 2022 Annual Report.

For more information, please refer to our school website:

www.whitegumvalley.wa.edu.au

School Business Plan 2020 – 2022

Reconciliation Action Plan 2022.

