Safety Bay
Primary School
Independent Public School

ANNUAL REPORT
2020

RESPECT

RESPONSIBILITY

RELATIONSHIPS

PUTTING CHILDREN FIRST

VISION

The strong relationship between the whole school community empowers students to foster a passion for life-long learning. Our teaching teams will deliver high quality education to develop our students' skills and positive mindset, to enable them to contribute to society in a meaningful way.

BELIEFS

- All students have the capacity to learn
- Children learn in different ways
- Children learn best when teaching and learning opportunities align with their specific developmental needs
- Teaching and learning opportunities should be tailored to meet the individual and the group needs of all students
- Goal setting and reflection are an integral part of teaching and learning
- Children learn best when parents are actively involved in their education
- Optimum learning takes place when strong partnerships exist within and across the school community

REFLECTION

RESILIENCE

FROM THE PRINCIPALS

The school year of 2020 will forever be considered one unlike any other. While many of our plans were affected by COVID-19 responses, it was an opportunity to draw on agile leadership models, strong professional relationships and our positive community partnerships to maintain our culture of high care and responsiveness to the needs of the whole child. We remain incredibly proud and appreciative of the school community response and support, in both the times of challenge and celebration during 2020.

Significant highlights of the year have included our Be You wellbeing initiatives celebrating student diversity, increased opportunities for student voice and leadership, the collaborative partnership with the School Board focused on strategic improvement, the P&C supported Kindergarten transition program, and the implementation of new learning programs in Literacy and Numeracy.

This report details key achievements and learning opportunities of the 2020 school year. Guided by our 2017-2020 Business Plan, we have progressed significantly in our priority areas; High Quality Teaching and Learning; An Adaptive and Contemporary Learning Environment; Strong Connected Community. While NAPLAN data is unavailable for 2020 to make definitive assessment of our targets, evidence resulting from our ongoing self assessment process demonstrates our effectiveness within the Business Plan Domains, and identifies directions for continued improvement.

We wish to extend sincere thanks to the students, staff and families of Safety Bay Primary School for the resilience shown throughout the year, ensuring that our school continued to be a safe and engaging place to learn together. A number of school processes have been redefined based on the reflection and learning that occurred during this period. We look forward to continuing to work together to build upon our strengths, guided by the opportunities identified in this report.

Mr Wayne McKay and Mrs Lauren Milne

FROM THE SCHOOL BOARD

Safety Bay Primary School Board 2020

Chairperson
Ms Sally Lewis

Parent Members
Mr Matthew Ditchburn
Mrs Karen Halbert
Mrs Hannah Kaulkman
Mrs Kristen Turner

Community Members
Mr Andy Burns
Cr Joy Stewart

Student Representatives
Mitchell – Year 6
Tyler – Year 6

Staff
Mr Wayne McKay – Principal
Mrs Debra Batey
Mrs Sue McCulloch
Mrs Lauren Milne

The year 2020 was one to remember. Throughout the year, the Safety Bay Primary School Board worked hard to support the school and families as we all navigated such a challenging time.

I am very proud of how the Board continued to not only keep working through adversity, but to also achieve positive outcomes for our students and school community. This included the appointment of two student representatives to the Board, ensuring student voice is at the centre of all the work we do. These students are contributing to the formation of the school vision and policies, and have already helped shape some of our thinking and ways forward.

We also worked collaboratively to support the school in the 2020 Public School Review, participating openly and honestly in this process. The positive feedback we received is testament to the wonderful parents and community members who make up the Board; who work tirelessly to help improve student outcomes.

Thank you to all the parents, community members and staff who contribute to our School Board, making both our meetings and our work meaningful and enjoyable.

Ms Sally Lewis - School Board Chairperson

SELF ASSESSMENT AND IMPROVEMENT PROCESSES 2020

A culture of ongoing self assessment and improvement remains a priority for Safety Bay Primary School. In addition to our ongoing self assessment against the targets and priorities of the School Business Plan, in 2020 we participated in the Public School Review Process.

Staff worked collaboratively to collate, align and submit evidence demonstrating performance against The Standard – Public School Review. The Standard incorporates the five enabling domains of the School Improvement and Accountability Framework, evidenced to have the greatest impact on student achievement and progress. Our submission was reviewed and validated in school based interviews by a Director of Public School Review and a Peer Reviewer. The full review report is available on our website.

While most of the targets of our Business Plan can not be directly assessed due to the reliance on NAPLAN data, the wide and varied evidence collected to review our progress confirms that we fulfilled the majority of the intentions of this plan. The school review was an opportunity to share and celebrate this achievement.

As we reach the end of the term of out Business Plan, the following report outlines:

- The achievements validated in the school review process, in the context of the priorities of the school Business Plan 2017 – 2020
- Further key milestones reached in 2020
- Highlight of the year in school priority areas
- Future recommendations identified in the self assessment process. These will be addressed in the next School Plan.

High Quality Teaching and Learning

'Staff demonstrate professional and personal accountability through their commitment to collaboratively improving outcomes for all students. There are shared beliefs and clear expectations and understandings about effective pedagogy and learning.' -Public School Review 2020

Achievements

- Conditions and protocols for effective staff collaboration are established. Staff value the varied opportunities to work together in order to plan for, act on and assess learning.

- Processes and procedures to support students at educational risk are established, comprehensive and monitored effectively. Handover processes support transition and Special Education Needs planning

- A Kindergarten Transition program and pre-kindy playgroup ensures early identification, intervention and formation of key partnerships to support learning needs.

- Comprehensive performance management processes are embedded and valued by staff. Elevated levels of professional dialogue regarding effective pedagogy, school priorities and reflection aligned to planning, are evident

- Staff commit to the implementation of visible learning strategies and apply student feedback to enhance teaching and learning processes.

- Teaching staff engage in professional learning to support visible learning strategies that embed the school-wide shared language about the teaching and learning process.

- In line with developed protocols and an observation model, teaching staff embrace the opportunity to give and provide feedback. They have committed to embedding agreed whole-school practices that reduce teaching variance.

- A focus on leadership roles, expectations and the attributes needed to develop collective teacher efficacy and the agility to effectively implement change, is a key feature of the distributed leadership strategy.

- Supported through strategic leadership, a strong focus on increasing the data literacy of all staff is prioritised through the implementation of consistent data analysis protocols, and planning.

- Teachers examine comprehensive Progressive Achievement Testing (PAT), Westwood, Letters and Sounds, and NAPLAN data sets, in addition to school-based assessments, to monitor student achievement and progress.

Future Priorities

- Align strategic leadership portfolios (middle leadership) with instructional coaching improvement agendas

- Embed moderation processes and expectations in the school's Assessment Policy and utilise instructional coaches to support leadership of moderation.

- Amplify whole-school data analysis protocols to include literacy.

- Continue to refine and embed the processes for interrogation of achievement and progress data to inform planning across all levels.

RESPECT | RESPONSIBILITY | RESILIENCE | RELATIONSHIPS | REFLECTION

Numeracy

TARGETS

- **Decrease the percentage of Year 3 students achieving numeracy scores in the bottom two NAPLAN Proficiency Bands to lower than like schools**
- **Decrease the percentage of Year 5 students achieving numeracy scores in the bottom two NAPLAN Proficiency Bands to lower than like schools**

Due to COVID-19, NAPLAN Data is not available for 2020. As a result, the targets above are unable to be directly assessed this year. The following data indicates progress towards these targets.

NAPLAN 2019*

The 2019 NAPLAN Comparative Performance against Like Schools showed Year 3 and 5 results were in the expected range for the school mean in 2019. While the Year 3 results showed a slight positive trend and reduction of students in the lowest 2 proficiency bands, the downward trend in the Year 5 results were cause for significant action in 2020.

Whole school processes for data review and response were revised in Mathematics and a cohort-level protocol is now consistent across all year levels. This protocol focuses on early identification of misconceptions and the effective use of resources across the cohort and phase of learning to bridge gaps in learning.   Additionally, identification and planning for students in upper bands embedded in this protocol is expected to improve progress for high achieving students.

*Results not included in a SBPS 2019 Annual report due to COVID-19. Included in this report for context.

NAPLAN Comparative Performance
Year 3
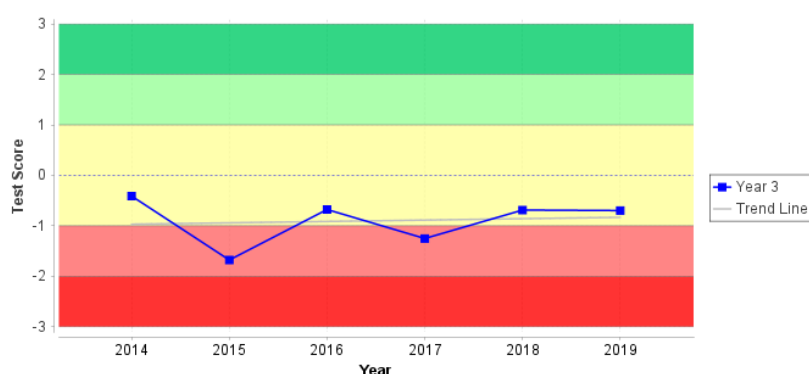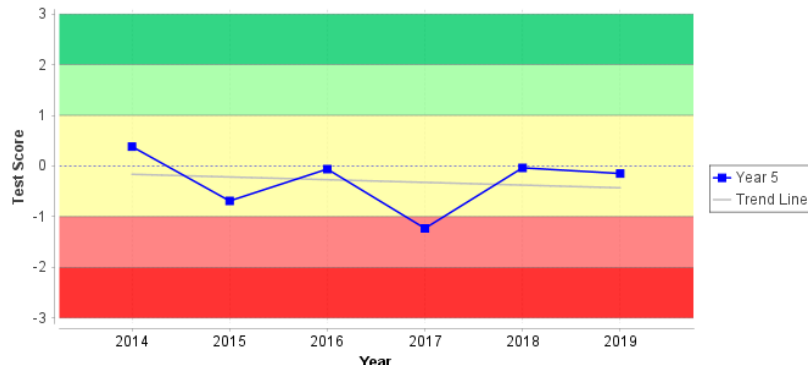
Year 5

Percentage of Students in NAPLAN Proficiency Bands in Comparison to Like Schools

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	6%	0%	5%
7	530 - 581					12%	15%	10%	15%
6	478 - 529	5%	10%	5%	11%	20%	28%	28%	30%
5	426 - 477	20%	23%	26%	20%	37%	34%	39%	33%
4	374 - 425	34%	29%	24%	29%	22%	14%	19%	13%
3	322 - 373	18%	24%	26%	23%	2%	3%	4%	4%
2	270 - 321	22%	12%	14%	13%				
1	Up to 269	1%	2%	5%	4%				

Progressive Achievement Testing (PAT)

PAT Data for Mathematics 2020 indicated:

Year 3

A median score for Year 3 slightly above the national norm and a significantly smaller range of scores. This supports the need for the approaches introduced in 2020 to further identify and plan for extending the progress of high achieving students in Mathematics.

Year 5

A median score for Year 5 below the national norm, yet the lower range limit is higher than the norm.

A significant reduction in the number of students performing in the below average range (Stanines 1–3) from 2019 to 2020.

An increase in the students achieving in the Above Average range (Stanines 7–9) from 2019–2020.

While this is pleasing and could be linked to the effectiveness of the data responsive protocols introduced in 2020, further work is needed to continue to reduce the students performing in the Below Average range.
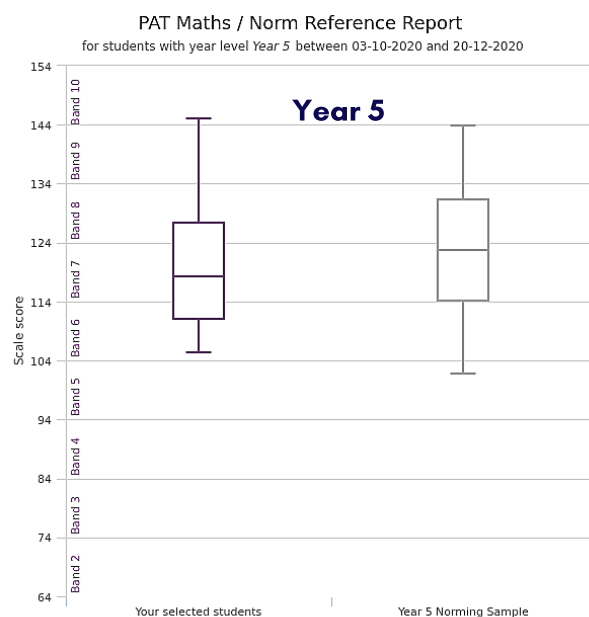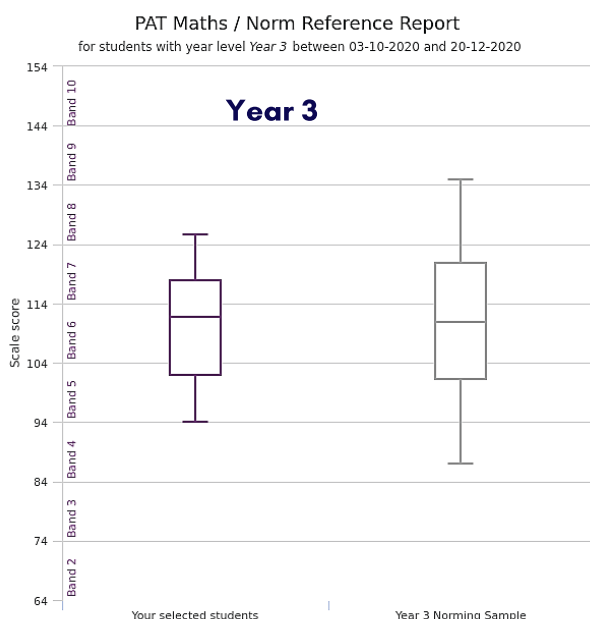
Year 3 & 5 PAT Stanines – 2019 to 2020

	Below Average - Stanines 1-3		Average - Stanines 4-6		Above Average - Stanines 7-9	
	2019	2020	2019	2020	2019	2020
Year 3	13%	21%	70%	63%	15%	15%
Year 5	40%	25%	52%	60%	8%	14%

Year 5s in Below Average achievement range reduced by 15%
Year 5s in Above Average achievement range increased by 6%
Year 3 Median and lower range limit above national norm

Progressive Achievement Testing - Norm Reference Report (School - Purple, National Norm - Grey)

PAT Maths / Norm Reference Report
for students with year level *Year 3* between 03-10-2020 and 20-12-2020

Year 3

PAT Maths / Norm Reference Report
for students with year level *Year 5* between 03-10-2020 and 20-12-2020

Year 5

Progressive Achievement Testing - Stanines Years 1 - 6

	Below Average			Average			Above Average			Median Above Norm Reference +/-
	Stanine 1	Stanine 2	Stanine 3	Stanine 4	Stanine 5	Stanine 6	Stanine 7	Stanine 8	Stanine 9	
Year 1	1	5	8	17	27	9	4	5	2	6.7
Year 2			3	22	27	24	13	4	1	1.6
Year 3	2	1	15	14	14	24	9	2	1	0.9
Year 4		2	5	18	32	16	10			0.1
Year 5		10	13	24	15	16	6	4	3	4.4
Year 6		2	15	24	34	10	5	1		2.7

Milestones in Mathematics 2020

- iMaths program trialled across the school to address identified need for improved focus on higher proficiency strands. Full implementation in 2021.
- Whole school maths terminology sequence developed
- Maths Literacy Picture Book Library purchased to develop mathematical language
- Whole school data analysis and planning protocols developed and actioned for Mathematics, including handover for 2021
- Data informed teaching in Mathematics embedded in 2020 Performance Development processes
- Revision of Mathematics Block structure to incorporate further Visible Learning Strategies

Literacy

TARGETS

- **Increase the percentage of Year 3 students achieving Writing scores in the top three NAPLAN Proficiency Bands to higher than like schools**
- **Increase the percentage of Year 5 students achieving Writing scores in the top three NAPLAN Proficiency Bands to lower than like schools**

Due to COVID-19, NAPLAN Data is not available for 2020. As a result, the targets above are unable to be directly assessed this year. The following data indicates progress towards these targets.

NAPLAN 2019*

The 2019 NAPLAN Comparative Performance against Like Schools showed Year 3 and 5 results were in the expected range for the school mean in 2019. Both Year 3 and Year 5 results showed a positive trend over the span of the Business Plan, as at 2019 results.

The percentage of Year 3 students in the upper three Bands for Writing exceeded Like Schools in 2019, meeting the Business Plan target. In Year 5, the difference between students in the top three Bands, when compared to Like Schools, reduced by 5% from 2018 to 2019 to 1%. Over the term of the Business Plan, our students demonstrated significant progress in Writing from Year 3 to 5, when compared to like schools (see progress comparison on the following page).

Though we are unable to explicitly determine this due to the cancellation of NAPLAN 2020, we are optimistic that these trends will have continued as a result of the ongoing implementation of Visible Learning strategies and associated Professional Learning structures that have contributed to these improvements.
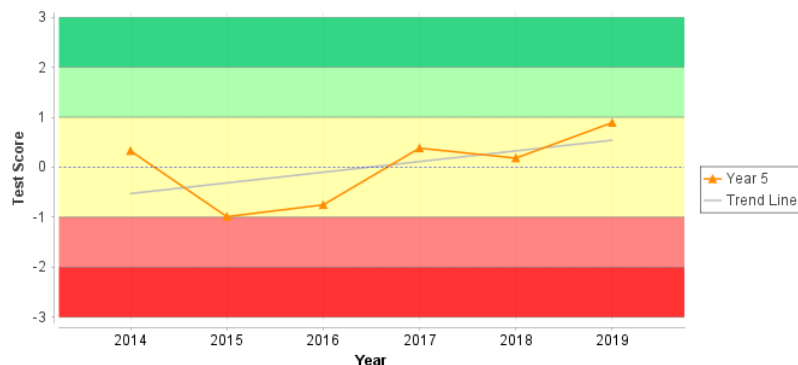
*Results not included in a SBPS 2019 Annual report due to COVID-19. Included in this report for context.
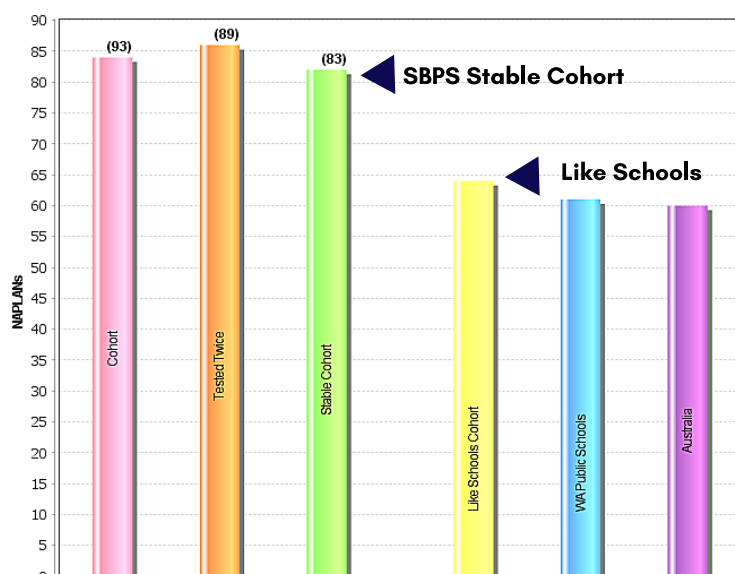
NAPLAN Comparative Performance Year 3
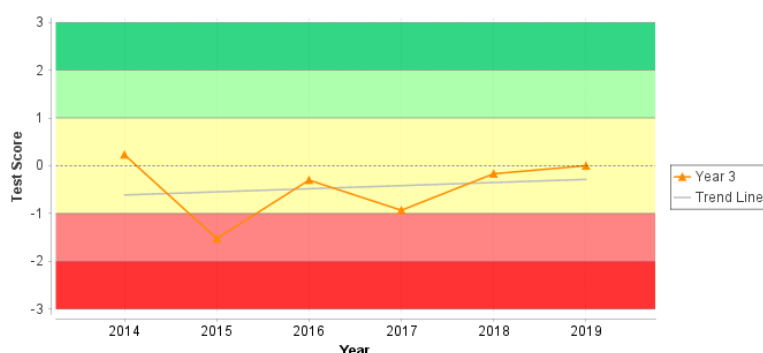
Year 5

Percentage of Students in NAPLAN Proficiency Bands in Comparison to Like Schools

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	2%	2%	3%
7	530 - 581					4%	8%	8%	9%
6	478 - 529	2%	9%	12%	10%	22%	22%	32%	31%
5	426 - 477	27%	30%	36%	32%	43%	42%	34%	37%
4	374 - 425	31%	26%	30%	34%	20%	12%	16%	13%
3	322 - 373	27%	22%	15%	17%	11%	14%	8%	7%
2	270 - 321	9%	8%	5%	5%				
1	Up to 269	4%	6%	2%	2%				

RESPECT | RESPONSIBILITY | RESILIENCE | RELATIONSHIPS | REFLECTION

Progress in NAPLAN from Year 3 (2017) to Year 5 (2019)

Bar chart showing NAPLANs values:
- Cohort: (93) ~84
- Tested Twice: (89) ~86
- Stable Cohort: (83) ~82 — ◄ SBPS Stable Cohort
- Like Schools Cohort: ~64 — ◄ Like Schools
- WA Public Schools: ~61
- Australia: ~60

✓
- Year 3s in top three Bands for Writing higher than like schools 2019
- Reduced variance in Year 5s in Top three bands by 5%, to 1%, in comparison to Like Schools
- Significantly higher progress in Writing from Year 3-5 in comparison to Like Schools during Business Plan term (as at 2019)

Teacher Judgements - Writing

Teacher Judgements in Writing for Semester 2 2020 provide further confidence in the speculation that trends toward achieving the Business Plan targets are likely to have continued.

This is evident in the 33% of Year 5 and 20% of students demonstrating High and Excellent levels of Achievement.

Teacher Judgements - Writing - Semester 2, 2020

Year Level	Achievement in Writing - Teacher Judgement				
	Excellent	High	Satisfactory	Limited	Very Low
PP	13	27	34	0	0
Year 1	15	21	32	5	0
Year 2	9	25	53	3	0
Year 3	1	12	42	12	1
Year 4	1	27	40	10	3
Year 5	4	23	47	9	0
Year 6	6	18	44	16	1

Collaborative Professional Learning Communities have been integral to the success in working towards our Business Plan Targets for Writing. Below, teachers share High Impact Teaching practices and review student data to plan responsive teaching and learning sequences

Milestones in English 2020

✓
- K–2 staff completed professional learning and began implementation of Letters and Sounds Synthetic Phonics program
- Whole school Phonics scope and sequence developed
- Year 3–6 trial classes and evaluation of Soundwaves Spelling program
- Year 5/6 Team completed Seven Steps to Writing training

- Opportunities for observations of effective teaching and learning in phonics at other schools
- Completed Visible Learning Professional Learning program. Strategic Leaders supporting implementation in cohorts
- Significant reduction in students requiring access MiniLit Literacy Intervention in Year 1 due to Early Years Phonics interventions.

Leadership

Establishing the conditions, protocols and mindsets for effective collaboration have been a priority of the Business Plan period. Central to this has been the redefinition of leadership roles and the distributed leadership structure that enables them. Evidence-based models of leadership practice, including those that underpin the Department of Education Leadership Strategy, have informed decisions about constructs of leadership. This has led to a focus not just on the behaviours or responsibilities of leaders in our school, but the personal attributes that contribute to successful leadership.

Our 2020 distributed leadership model has seen a shift from co-operation within and between teams, and the focus on operational items, to increasingly improvement-focused leadership practice that has ultimately impacted student outcomes. Our distributed leadership structure includes Strategic Leaders (portfolio-driven teacher leadership positions), Collaborative Leaders (Year Level leaders, focused on driving high impact teaching practice and SCSA-aligned planning), Action Team Leaders (Culturally Responsive Aboriginal Education and Wellbeing), a Specialist Teacher Leader and an Education Assistant Leader.

Future Priorities
Resourcing and mobilising our distributed leadership model to create opportunities for further instructional leadership will be a priority in 2021. Throughout 2020, Level 3 Teacher members of our strategic leadership team collaborated with the Deputy Principal (Leadership) to develop role statements for Instructional Leaders - Numeracy and Literacy. The impact of these roles on teaching quality will be monitored and reported over the next Business Plan period.

Leadership Model 2020
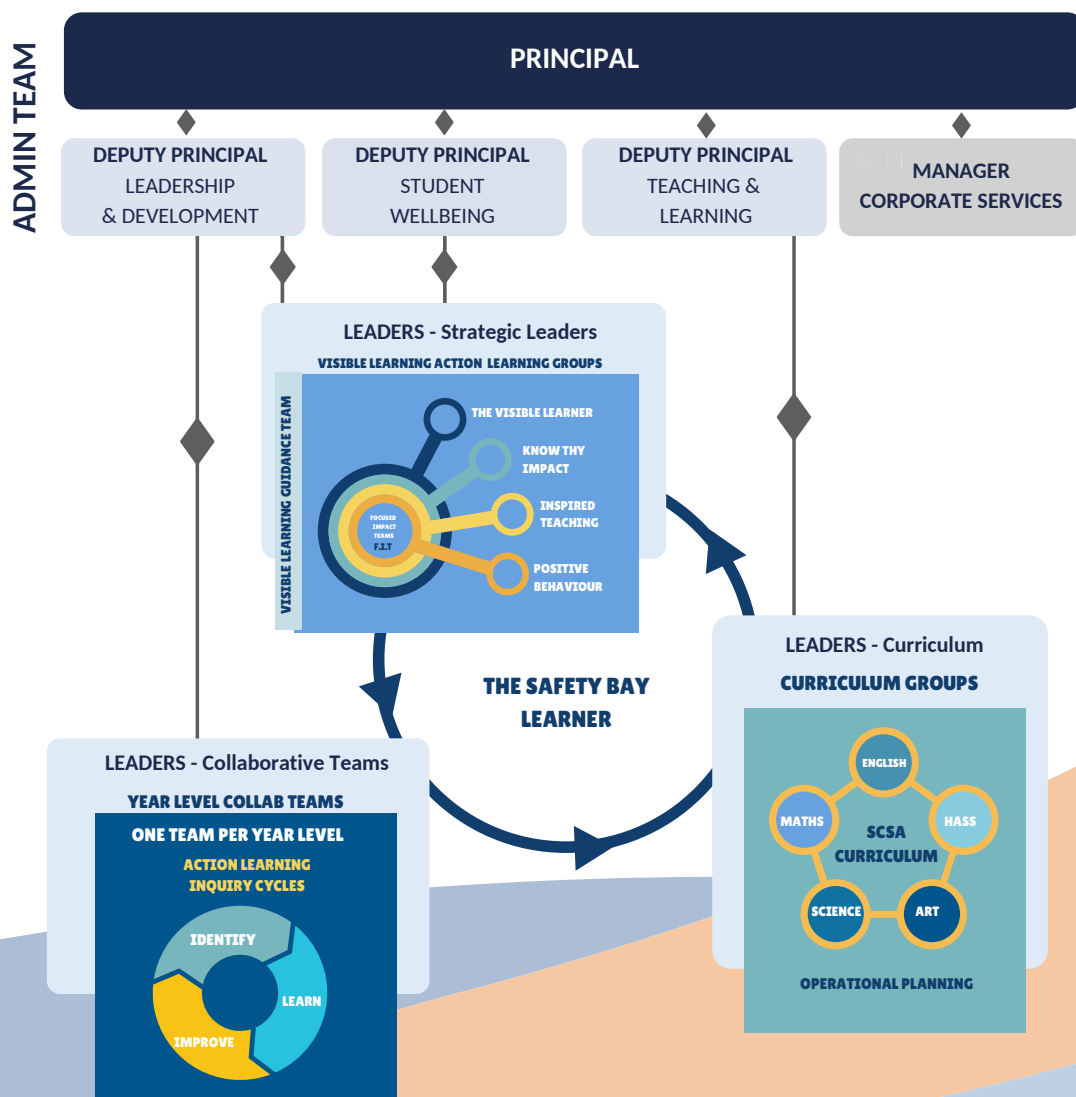
An Adaptive and Contemporary Learning Environment

'Underpinned by the 5R values of Respect, Responsibility, Relationships, Resilience and Reflection, the school is committed to the provision of an engaging, respectful and inclusive learning environment designed to cater for, and support, all students.' –Public School Review 2020

Achievements

- A focus on student wellbeing and self-management has been supported by the whole school Aussie Optimism* social and emotional learning program and Zones of Regulation as an intervention.

- Evidenced through initiatives and informed by the Positive Psychology 5-Pillar PERMA model, wellbeing pillars of relationships and engagement for staff are visible priorities.

- Behaviour expectations are high across the school. They are underpinned by positive behaviour approaches, restorative processes and sustained by a suite of documents, supports and policy.

- Inclusive of a toolkit, staff induction processes are comprehensive and valued to ensure that new staff are supported and understand the 'Safety Bay Way'.

- The student leadership team, which includes representation on the School Board, is engaged in leadership development initiatives. Student voice is authentically captured to inform future directions and plans for improvement.

- Targeted initiative and student characteristics funding is deployed strategically to support a range of interventions that meet the academic, wellbeing and social-emotional learning needs of students.

- Strategic financial management ensures that opportunities to engage with technologies, underpinned by contemporary pedagogy, are prioritised.

*Note: Aussie Optimism replaces the 'You Can Do It' program referenced in the 2017-2020 Business Plan. This Positive Psychology-based program was determined to be better suited to the school context after review in 2018.

Future Priorities

- Refine data measures for the selection of students entering wellbeing and engagement intervention programs.
- Complete Professional Learning - BeYou modules

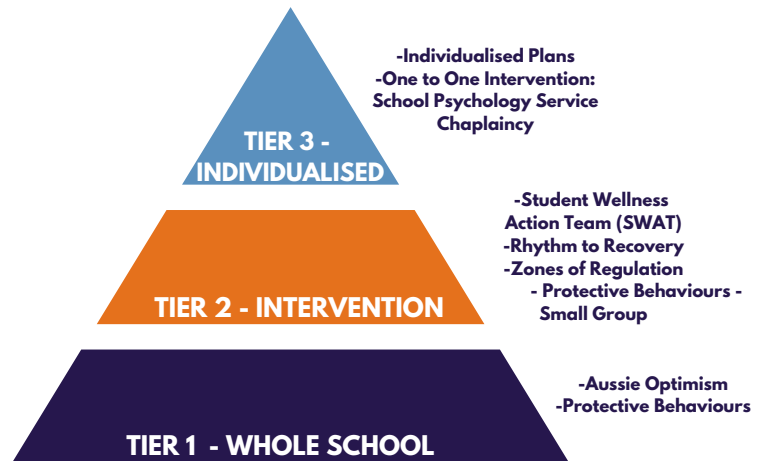## Student Wellbeing

Wellbeing Programs - 2020

As part of the transition from the KidsMatter to the BeYou Framework, in 2020 staff have completed professional learning regarding Mentally Healthy Communities (BeYou) and Aussie Optimism SEL program. Aussie Optimism training was provided by our school psychologist, prior to the full implementation across P–6 this year . Completion of this learning has contributed to a better shared understanding of the range of factors that influence the mental health of our students and community.

Aussie Optimism is a positive psychology based program, designed to develop skills and competencies including:
- Identifying and managing feelings
- Making and maintaining friendships
- Solving social problems
- Thinking optimistically to promote self esteem and bounce back from difficulties

In addition to Aussie Optimism, throughout 2020 opportunities were provided for students to participate in additional wellbeing support programs (right).

2020 Wellbeing Programs and Interventions

TIER 3 - INDIVIDUALISED
-Individualised Plans
-One to One Intervention:
School Psychology Service
Chaplaincy

TIER 2 - INTERVENTION
-Student Wellness
Action Team (SWAT)
-Rhythm to Recovery
-Zones of Regulation
- Protective Behaviours -
Small Group

TIER 1 - WHOLE SCHOOL
-Aussie Optimism
-Protective Behaviours

Be You Day

In 2020, we celebrated our second annual 'Be You' Day, an idea originally presented to the community by a Year 2 student. This day is an opportunity to celebrate individual difference and reinforce key messages regarding positive mental health. The highlight of the day was our school assembly incorporating RU OK? strategies and promoting Autism Awareness.

"The emphasis on inclusivity and well-being, along with the positive energy within the assembly was heartwarming" - Parent

Below: Our EA Team sharing characteristics that make them different, a collaborative artwork co-ordinated by a parent, our school psychologist and wellbeing team member demonstrating strategies for asking 'R U Ok?', choir performance and video produced by a parent volunteer celebrating individuality
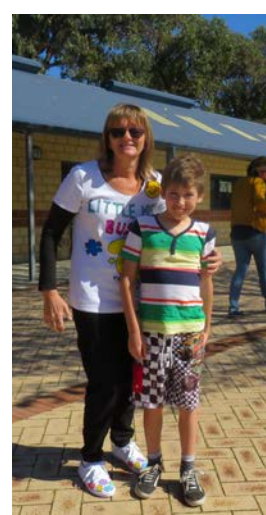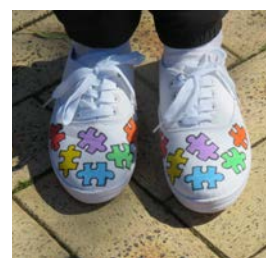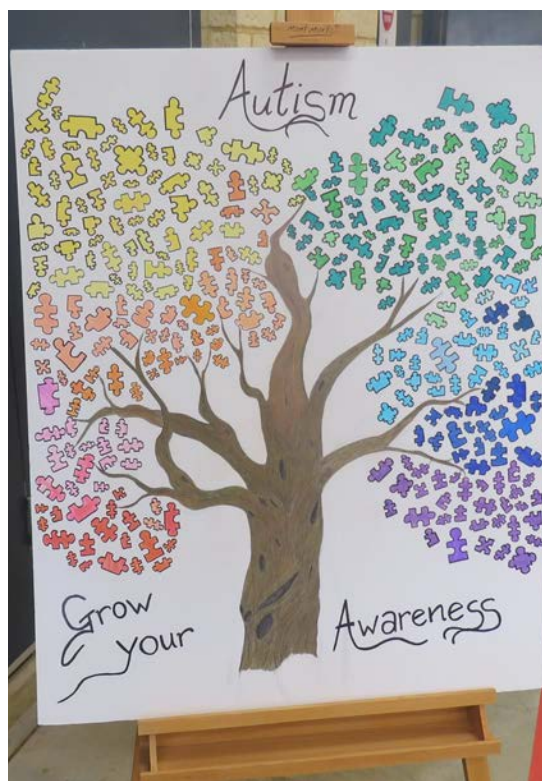
Positive Behaviour

Our 5R Values - Common Language and Expectations for Behaviour

Developing whole school language and process for supporting positive behaviour has been a priority of the past two years. This began, from the onset, with student voice. Students in every class recorded their expectations for the standards of behaviour across areas of the school. This informed the whole school behaviour matrix, supported by our R-points feedback system.

Explicit feedback on positive behaviour choices has significantly improved our student's ability to reflect on behaviour and discuss behaviour choices using our 5R value language. The clarity around behaviour expectations and processes has contributed to a reduction of low level behaviours and the restorative responses to positively support the behaviour of Students at Edu

SCHOOL WIDE POSITIVE BEHAVIOURS	CLASSROOM	PLAY AREAS	COMMUNITY
RESPECT	I use Whole Body Listening I follow the Classroom Rules I use my manners and speak kindly	I share space and take turns I follow teacher instructions I keep my hands and feet to myself	I treat others how I would like to be treated I represent my school in a positive manner I keep my hands and feet to myself
RESPONSIBILITY	I look after my classroom equipment I keep my hands and feet to myself I am honest about my actions	I use all equipment safely I care for my school environment I return all equipment that I use	I travel safely to and from school I make safe and healthy choices I look after the environment
RESILIENCE	I have a go at all activities I try my best and don't give up I make safe and healthy choices	I bounce back when things don't go my way I follow the rules of games I work with others to solve problems	I participate in all school activities I try my best and persevere I am In Charge of My Choices
RELATIONSHIPS	I share and take turns I help others I am a positive group member	I let people join in I speak positively to others I look after others	I greet others I welcome new students the school I make visitors welcome
REFLECTION	I am In Charge Of My Choices I listen to feedback I look for ways to improve my learning	I learn from my mistakes I think about what I can do next time I admit if I have done something wrong	I think before I act I contribute to the community I set a good example for others

Before implementation of the policy and Behaviour Matrix, very few students could state or articulate the meaning of the schools 5R values. In Visible Learning Focus video interviews conducted in 2020, on average students could effectively explain a minimum of 4 of the 5 R values

R-Values Initiatives 2020

R-Value Rainbow Assemblies
Our termly Rainbow assemblies focusing on the language of our R Values, couldn't even be stopped by COVID-19. Student leaders led these remotely to ensure we still kept a positive focus on behaviour (above).

R-Stars
This year, within the playground, staff began issuing R-STAR tokens to students demonstrating our school values. Each fortnight, tokens are entered into a raffle. Raffle winners are invited to a special reward event, which also serves as an opportunity for students to voice their opinions on whole school priorities and target initiatives. At the core of the R-Points system is the idea that **'Just giving the point is missing the point'** . Every awarded point is an opportunity for staff to provide explicit feedback on positive behaviour and promote the school's 5R values and associated common language.

RESPECT | RESPONSIBILITY | RESILIENCE | RELATIONSHIPS | REFLECTION

Technologies

iPAD Ratios

This year, Safety Bay Primary School was successful in obtaining a $20,000 grant from the Commonwealth Government's Local Schools Community Fund. This funding enabled the school to upgrade our ICT capacity with an additional 30 iPad Generation 7 devices. These iPads have been utilised to increase the ratio of devices in all classrooms, as per the intentions of the 2017-2024 Business Plan. This grant, in addition to devices purchased in the previous years of the plan, has raised the ratio of devices to students to 1:3.

Kwinana STEM Network

As part of the Kwinana STEM Network, a group of our Year 5s joined peers at Calista Primary School to undertake a STEM Challenge Activity.

Students researched the Olympic Games and the significance of the Olympic Flame Relay. They were required to plan a route for the Olympic flame, researching the associated countries and designing uniforms for the flag bearers.

They then programmed robots to complete this route within their chosen countries using modelled representations they had designed in teams.

The partnership with the Kwinana STEM Network schools will continue in 2021.

STEM Night

This year, we hosted our first STEM Challenge night for students and families. Families worked together to meet the success criteria of the challenge briefs; the creation of Marble Runs and Balloon-powered vehicles.

These nights provide an opportunity to both engage our community, and broaden the understanding of the high quality STEM teaching and learning within our school. Due to the success of the 2020 STEM night, four similar events are scheduled for 2021.

'Thank you for a well organised engaging afternoon. [My child] has continued to modify his balloon car at home - and the learning continues...' - Parent Yr 5
'Lovely to be solving problems together.' - Parent Yr 6

Below: Families participating in the Balloon-powered car STEM night challenge

Strong Connected Community

'Positive relationships are viewed as a key factor of every success at the school. An unrelenting focus on the needs and best interests of all children is underpinned by a culture of support, care and collaboration.'
–Public School Review 2020

Achievements

- Future directions and priorities are determined in collaboration with the strategically aligned School Board, who understand and effectively fulfil their governance role.

- In line with priorities and student needs, the school embraces opportunities to engage in beneficial partnerships and programs

- Multiple sources of formal and informal feedback are used to gauge levels of satisfaction and inform strategic plans.

Future Priorities
- Refine training and induction processes for all new Board members.
- Develop a communications policy to ensure more consistent, timely and shared approaches.

Additional Milestones
- Continuation of Chaplaincy Mentor and Defence School Mentor programs
- Independent P&C survey conducted to assess school COVID-19 response. Satisfaction rates were above 90% for communication, information and changes to learning

Community Engagement Survey

In Term 4, we conducted a Community Engagement Survey. It was pleasing to see favourable responses* below in key areas of the 2017 – 2021 Business Plan. The survey also highlighted areas of priority for the next school plan. These included increasing opportunities for families to provide feedback to staff and be involved in decision making, and strategies to build further understandings of the approaches to teaching and learning in classrooms.

✓ Understand how the school operates
Easily understand the information the school provides

✓ Enjoy being at school activities

✓ Agree the school values diversity

✓ Feel welcome in the school

*Of responses 'Strongly Agree', 'Agree', 'Disagree', Strongly Disagree', above 90% were agreement

Attendance

Business Plan Target - Maintain attendance level at ninety per cent in every year - Almost achieved
Attendance levels have been maintained above 90% in all year levels, except for Year 6 and Year 2 in 2019. This does not include attendance data for 2020 due to the implications of COVID-19, however trends in Semester 2 2020 data were similar to previous years throughout the span of the Business Plan.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	93.2%	93.6%	93.8%	89.6%	87.9%	81.2%	93.0%	93.4%	92.7%
2018	92.6%	93.2%	93.7%	86.2%	84.8%	80.8%	92.2%	92.6%	92.6%
2019	91.4%	92.4%	92.7%	83.5%	86.6%	79.5%	90.9%	92.1%	91.6%

Due to COVID-19, Attendance Data is not available for 2020.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	77.4%	15.5%	6.0%	1.1%
2018	75.6%	17.7%	4.8%	1.8%
2019	69.2%	21.1%	6.4%	3.3%
Like Schools 2019	72.4%	20.4%	6.0%	1.2%
WA Public Schools 2019	73.0%	19.0%	6.0%	2.0%

Future Recommendations
While overall attendance has been above 90% over the term of the Business plan, there remain opportunities to improve:
- Regular attendance to at or above like schools
- Reduce severe non attendance to at or below like schools

These will form the focus of targets in the next Business Plan.

Attendance Milestones - 2020
The following milestones were achieved in 2020 and, while formal data is not available due to COVID-19, analysis of school based data indicated positive impact on individual and cohort attendance trends:
- Revision of Attendance Policy, including communication templates and roles and responsibilities
- Strategies identified and implemented to acknowledge regular attendance (e.g – certificates, family letters)
- Case management processes for At Risk students revised
- Support strategy for school refusal developed by wellbeing team, including parent workshops to be facilitated by school pychologist in 2021

Partnerships for Learning

Sustainability - Mrs Sue McCulloch (Science)

During 2020, our school became a Waterwise accredited school. Achieving this, along with the Waste-wise accreditation, demonstrates the commitment of our school community to teaching our students about sustainable practices.

These accreditations have led to the development of a committee consisting of dedicated parents and teachers, who are helping our students to understand and develop the life long skills necessary to actively assist them in using the resources with in our school and their community efficiently.

Sustainability projects and events in 2020 have included the further development of the Frog Pond Garden, the P&C initiative Waste Free Wednesdays an incursions from the Water Corporation.
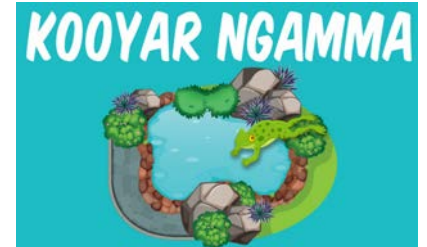
Bike Safety Month - Mr Alvin Leo (Wellbeing)

WA Bike Month was an opportunity to consolidate road safety education across the school. A grant by the Department of Transport facilitated our WA Bike Month event. We were proud to be one of only five primary schools awarded the grant.

In partnership with local business, safety checks were conducted on our students' bicycles. Ninety bicycles, owned by students from Pre-primary to Year 6, were checked and serviced. Students were also given a summary of their bicycle check to give to their families.

The bicycle safety checks were followed up with a special assembly presentation by local police to reinforce safe riding practices. We are proud of the efforts of all of our school and local community to ensure student safety coming to and from school.

Moort: Staff Wellbeing - Mr Alvin Leo (Wellbeing)

'Moort: Weaving the Ties that Thrive' is the theme for staff wellbeing at Safety Bay Primary School. Moort is Noongar for family. With a history of over 77 years, and multigenerational links to the school and local community amongst staff, connectedness forms a major part of our school culture.

Each term, the Wednesday of Week 6 is dedicated to wellbeing activities for staff. These activities are born of, and organised by, voluntary teams of staff, featuring a mix of teaching and non-teaching staff. This year's activities included drumming circles (below), online staff quizzes, minute to win it challenges and Webex dress up meetings.

KOOYAR NGAMMA

Kindergarten Transition Program
Safety Bay Primary P&C
Mrs Jodie Schicker
Mrs Kristie Grieve

This year, the Kindergarten team, in collaboration with the Deputy Principal - Students at Educational Risk, developed a Kindergarten transition program for the 2021 cohort. The purpose of the transition was the formation of partnerships to support student learning and provide intervention and service access.

The transition program involved pre-kindy sessions for students in the Kindergarten, both with parents and independently.

Parents were provided a school tour, information sessions from key staff and community partners, including our school nurse, Deputy Principal (SAER), P&C members and our OSH Club manager. Information was provided on student support and family education services including the Positive Parenting Program (PPP). The number of registered attendees was increased for PPP from previous years and feedback was highly positive. The frequent requests for further PPP seminars will be actioned in 2021.

In response to feedback from parents and carers, the Kindergarten transition program ran alongside a pre-kindy program. This was facilitated, and financially supported by, our P&C. The pre-kindy has enabled opportunity to build relationships with new families prior to the commencement of formal schooling. We are incredibly fortunate to have such a supportive and engaged P&C, committed to maximising the learning opportunities available to all of our students.

Connecting to Cultural Identity - Mrs Cherie Devine (Culturally Responsive Aboriginal Education)

With the intention of deepening the cultural connections of our Aboriginal and TSI students to improve wellbeing and to strengthen their leadership opportunities, a number of cultural incursions took place in 2020.

Building on the relationship established with local Aboriginal community member and artist, Mr Justin Martin, during our 2019 Cultural Learning Journey for staff, our Aboriginal and Torres Strait Islander students embarked on a project to yarn about the school and its connection to the local area. From these sessions, inspiration was drawn for a T-shirt design. Students participated in sessions of drafting, discussing and painting designs. These designs will be used by staff and community members to create a t-shirt to be presented to the school board for approval as part of our school uniform in 2021.

As part of learning about Noongar culture, these students also worked with Justin Martin to complete a canvas painting to be presented to the school as part of our NAIDOC celebrations for 2020. The sense of pride and belonging for our Aboriginal and TSI students was evident in each session through conversation and engagement.

Below: Students yarning in our Cultural Garden with Justin Martin, as inspiration for their T-Shirt design. Art created to present to the school as part of our NAIDOC celebration

Student Voice and Leadership

Student Leadership Teams

The Student Leadership Team is a vehicle for student voice in the school. It is comprised of Student Councillors, Prefects, Sports Captains and Performing Arts Captains. Additional opportunities for student leadership are available in the roles of Games Masters and Technologies Captains.

In 2020, students leaders engaged in leadership development activities, including attendance at the GRIP leadership conference and school improvement feedback and planning activities, facilitated by the Deputy Principal – Student Wellbeing. The 2020 team focus has been using Impact Leadership Tools to increase voice and efficacy across the student leadership team to affect meaningful, visible change. This has resulted in student led initiatives including the alcove project, based on student analysis of a need within our school and to contribute to a safe, inclusive environment. Student Leadership nomination and selection processes have been reviewed and refined this year, based on student and community feedback, providing greater opportunities for student voice in the process.

Above – Alcove Activity Project Displays created by student leadership teams
Left – Student leaders conducting a card club alcove activity

Student Board Representatives

As part of the overall strategy to increase student voice in the school, a process was completed in 2020 to appoint a student representative to the School Board. The role of the student board representative was determined by the School Board, staff and students. Teachers worked with classes to identify the personal attributes and skills required by a student representative. Students nominated individuals who demonstrated these attributes and a group of students was identified to attend an initial Board meeting and be involved in the strategic planning for Community Collaboration. From here, a student representative and Aboriginal student representative were selected and now represent the student body at Board meetings.

Student Voice in Teaching and Learning

Throughout 2020, as a component of our whole school positive behaviour strategy, students of all year levels took part in feedback forums facilitated by the Deputy Principal – Wellbeing. Feedback items aligned with school priorities including positive behaviour, Visible Learning and supporting individual learning needs. Forum models were adopted to gain richer qualitative data to build upon ongoing student survey data. Feedback from questions such as 'What makes a good teacher?', "How does my teacher help me best?' and 'What do new teachers need to know about our school?' were utilised to inform both teaching and learning, and planning and policy such as staff induction packages.

Teacher Mindset data for 2020, collated by an independent professional learning provider Corwin Australia, indicated significant growth in teacher mindset related to student voice to inform teaching. These measures were above national norm ranges.

Teacher Mindsets

- I gather student voice to tell me about my teaching or leadership
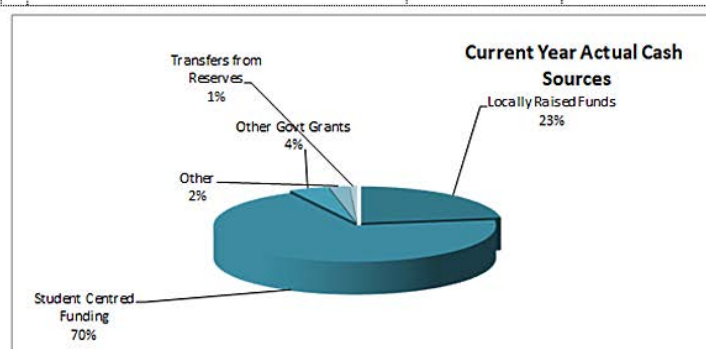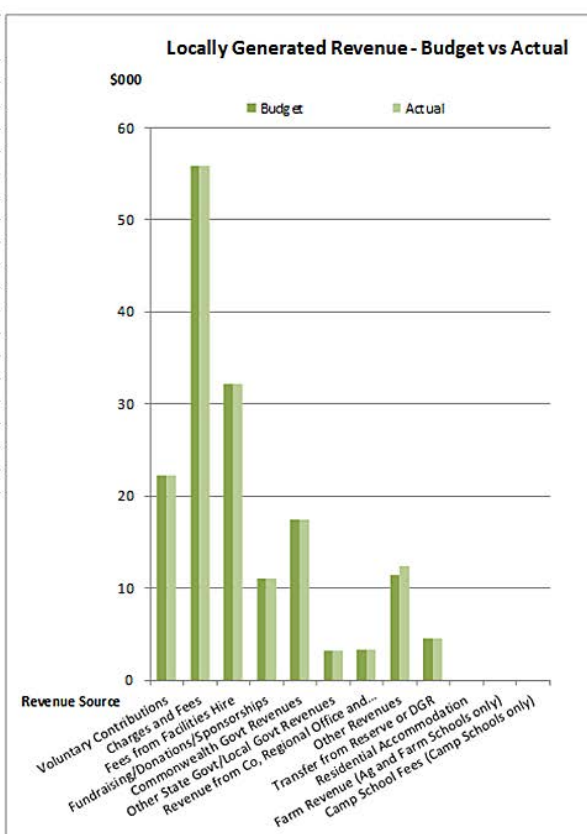- My teaching leadership is informed by student feedback

- Significant growth areas -
Visible Learning Mindset survey 2020

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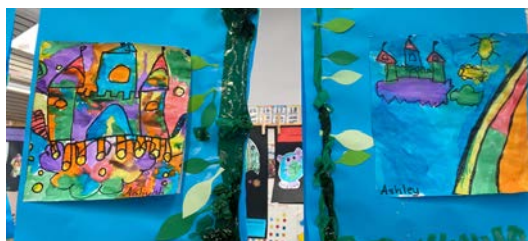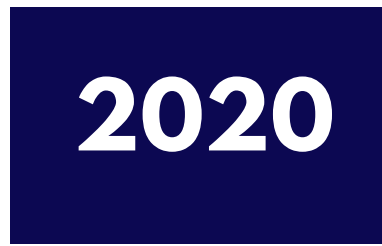
2020

Safety Bay Primary School - Financial Summary as at 31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 22,188.00	$ 22,188.00
2	Charges and Fees	$ 55,856.00	$ 55,856.38
3	Fees from Facilities Hire	$ 32,199.00	$ 32,200.00
4	Fundraising/Donations/Sponsorships	$ 11,059.00	$ 11,058.10
5	Commonwealth Govt Revenues	$ 17,500.00	$ 17,500.00
6	Other State Govt/Local Govt Revenues	$ 3,182.00	$ 3,181.82
7	Revenue from Co, Regional Office and Other Schools	$ 3,370.50	$ 3,370.50
8	Other Revenues	$ 11,450.00	$ 12,451.43
9	Transfer from Reserve or DGR	$ 4,544.00	$ 4,544.00
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 161,348.50	$ 162,350.23
	Opening Balance	$ 222,939.00	$ 222,939.81
	Student Centred Funding	$ 372,040.80	$ 372,040.47
	Total Cash Funds Available	$ 756,328.30	$ 757,330.51
	Total Salary Allocation	$ 6,189,381.00	$ 6,189,381.00
	Total Funds Available	$ 6,945,709.30	$ 6,946,711.51

Locally Generated Revenue - Budget vs Actual

Current Year Actual Cash Sources

- Transfers from Reserves 1%
- Other Govt Grants 4%
- Other 2%
- Locally Raised Funds 23%
- Student Centred Funding 70%

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 25,753.10	$ 19,621.83
2	Lease Payments	$ 52,026.00	$ 50,363.22
3	Utilities, Facilities and Maintenance	$ 295,970.00	$ 272,519.96
4	Buildings, Property and Equipment	$ 78,420.00	$ 65,963.24
5	Curriculum and Student Services	$ 226,307.18	$ 198,747.22
6	Professional Development	$ 55,821.00	$ 49,607.06
7	Transfer to Reserve	$ -	$ -
8	Other Expenditure	$ 4,682.09	$ 3,853.67
9	Payment to CO, Regional Office and Other Schools	$ 40.00	$ 45.00
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	$ 739,019.37	$ 660,721.20
	Total Forecast Salary Expenditure	$ 6,089,817.00	$ 6,089,817.00
	Total Expenditure	$ 6,828,836.37	$ 6,750,538.20
	Cash Budget Variance	$ 17,308.93	
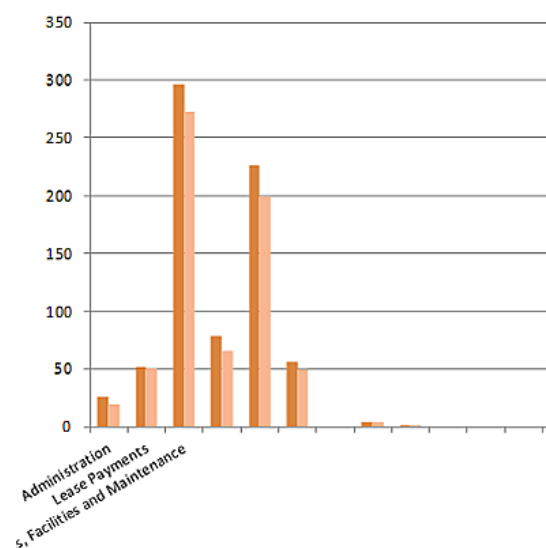
	Cash Position as at:		
	Bank Balance	$	473,047.95
	Made up of:	$	-
1	General Fund Balance	$	96,609.31
2	Deductible Gift Funds	$	-
3	Trust Funds	$	-
4	Asset Replacement Reserves	$	360,031.99
5	Suspense Accounts	$	19,674.65
6	Cash Advances	$	-
7	Tax Position	$	(3,268.00)
	Total Bank Balance	$	473,047.95

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Safety Bay Primary School - Student Centred Funding

One Line Budget as at December 2020

	One Line Budget						Salaries Plan			Cash Plan		
Carry Forward Cash	Carry Forward Salary	Student-Centred Funding	Locally Raised Funds	Total Funds	Total Expenditure	One Line Budget Variance	Salary Budget	Salary Expenditure	Salary Variance	Cash Budget	Cash Expenditure	Cash Variance
$222,939	$147,714	$6,413,708	$161,348	$6,945,709	$6,828,836	$116,873	$6,189,381	$6,089,817	$99,564	$756,328	$660,721	$95,607

Income

Cash Income		Budget	Actual	% Var
Voluntary Contributions	Kindy $40 /child, Pre-Primary to Y6 $60 /child	$25,239	$22,188	-12%
Charges and Fees	Excursions, camps, in term swimming	$82,650	$55,856	-32%
Fees from Facilities Hire	Before & After School Care and Uniform Shop	$33,863	$32,200	-5%
Fundraising/Donations/ Sponsorships	P&C, Minifete, Breakfast Club	$3,300	$11,058	235%
Commonwealth Govt Revenues	Defence Community Organisation - DSTA,	$17,500	$17,500	0%
Other State Govt/Local Govt Revenues	PALS Grant, Aboriginal Funding	$1,000	$3,182	218%
Revenue from CO, REO and Other Schools	RASSA - Network Phys Ed in Schools	$0	$3,370	100%
Other Revenues	Bank Interest, Uniforms, Rebates Photos, Booklists	$10,400	$12,451	20%
Transfer from Reserve		$0	$4,544	100%
Cash Carry Forward		$222,939	$222,939	0%
Student Centred Funding		$390,000	$372,040	-5%
Total Cash Income 2020		**$786,891**	**$757,328**	**-4%**

Expenditure
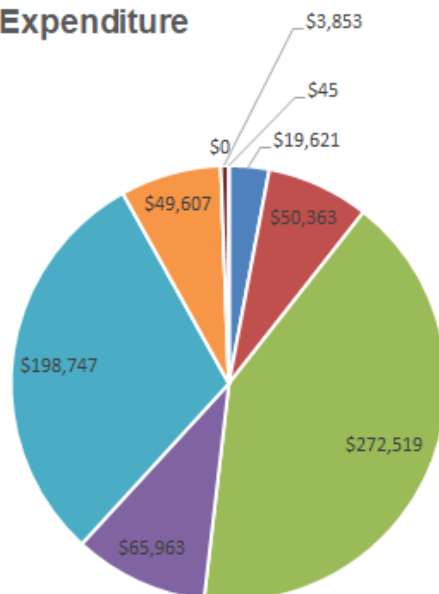
Cash Expenditure		Budget	Actual	% Var
Administration	Administration, Promotion, Bank Fees, Postage, Web	$28,120	$19,621	-30%
Lease Payments	Computers, Photocopiers, Interactive Projectors	$61,000	$50,363	-17%
Utilities, Facilities and Maintenance	Utilities, General Grounds Maintenance, Cleaning	$233,700	$272,519	17%
Buildings Property and Equipment	BFI, Computers, ICT Equip, Furniture, P&E, Software	$121,544	$65,963	-46%
Curriculum and Student Services	Curriculum resources & consumables, Library books, software, camps,	$229,882	$198,747	-14%
Professional Development	Staff Development Teaching and Non-Teaching, School	$48,500	$49,607	2%
Transfer to Reserve	Reserve Transfers	$0	$0	0%
Other Expenditure	Workbooks, Uniforms Leavers	$2,150	$3,853	79%
Pay to CO,REO and Other Schools	Camp School Payments, PEAC	$40	$45	13%
Total Cash Expenditure 2020		**$724,936**	**$660,718**	**-9%**

RESPECT | RESPONSIBILITY | RESILIENCE | RELATIONSHIPS | REFLECTION

Safety Bay
Primary School
Independent Public School