



# **ANNUAL REPORT**

## **2021**

WATTLE GROVE PRIMARY SCHOOL

# ANNUAL REPORT 2021



Each year, all Government schools prepare an Annual School Report of the school's achievements, performance and directions over the year. This document provides part of the school's formal reporting processes to the school community.

## OUR SCHOOL

### The School and Its Community

The 2021 school year was once again a year of great achievement and celebration for our school with some significant successes in academic, sporting and community activities.

Despite the continuation of the COVID 19 pandemic around the world and two short school lockdowns in Terms 1 and 2, the school continued to maintain a high level of teaching and learning throughout the year with a strong focus on maintaining its wonderful school culture. Community celebrations continued whilst adhering to Covid restrictions and adjustments when necessary.

As an Independent Public School, the new School Business Plan 2021-2023 set the direction of the school for next three years. Together with the Department of Education's Statement of Expectation, the School and the School Board ensured that the school continued to strive for high performance in a safe and caring environment.

The School Board, consisting of Chair and Community Representative - Joelle Greenway, Principal - Julie Roberts, Parent Representatives - Rhia Bradtke, Suzette Forrest, Shannon Foster, Rashmi Watel; Community Representative—Bincy Vinu and Staff Representatives - Paul Sherlock and Stephanie Wright, continued to oversee the direction of the school. The School Board, once again, presented its Awards of Commendation to acknowledge the wonderful achievements and service of individual staff members and volunteer parents/community members working within our school. This initiative continues to recognise people in and around our school who help make Wattle Grove Primary School an outstanding school.

The Parents and Citizens Association, once again, provided a wonderful sense of community and funded a range of resources for the school with \$50,000 being expended throughout the year for educational equipment, resources and events. This is an outstanding effort by the school community and volunteer parents who work so hard to support our school. A supportive school community continues to work with a professional and dedicated staff to provide the best opportunities for the children of the school.

The Minister of Education, Hon. Sue Ellery, announced an additional \$2 million learning block be constructed at Wattle Grove Primary School. This was part of the WA Government's commitment to modernise Western Australian public schools. Three transportable classrooms were relocated to the school oval to make way for the new extension with building commencing in term 4. This will greatly assist in providing further permanent classroom accommodation and teaching facilities for our growing school.

Additionally, the school was acknowledged by the Minister for Education and the Director General, Lisa Rodgers for its outstanding NAPLAN results in 2021. This further builds on the work being conducted by the school as part of the research project in the WA Centre for Excellence in the Explicit Teaching of Literacy.



WATTLE GROVE  
PRIMARY SCHOOL



## SCHOOL ETHOS AND PURPOSE

The school community prides itself on providing a welcoming, safe, inclusive and supportive learning environment for all students, staff and families, whilst achieving excellence. The school's learning and teaching culture of 'Excellence' and its strong sense of community continued to drive the school's vision in 2021. A culture of high standards has been established over time with a commitment to encouraging personal best and providing quality education for children in a safe and supportive learning environment.

## SCHOOL IMPROVEMENT

Wattle Grove Primary School engages in continuous and rigorous self-review processes with a focus on improving student learning, teaching, leadership, the learning environment, relationships/partnerships, resources and governance. The School Business Plan and its associated targets is central to this and is informed by evidence from a range of external sources such as National Assessment Program—Literacy and Numeracy (NAPLAN); Student Achievement Information System (SAIS); Pre-Primary Online Entry data; school developed standards and school, community and board surveys. This is done in comparison to like schools and State and National Standards.

In 2021, the school's Index of Community Socio-Educational Advantage (ICSEA) was 1074. Changes in this measure create a new group of like schools to which the school's performance is compared.

The three focus areas of the Wattle Grove Primary School's Business Plan: *Excellence in Learning*; *Excellence in Teaching*, and *Safe and Supportive Environment* have challenging and aspirational targets underpinned by clear milestones and rigorous, effective strategies.

## EXCELLENCE IN LEARNING

### ENGLISH—NAPLAN 2021

The English Learning Area is currently measured in four strands – Reading, Spelling, Grammar & Punctuation and Writing.

Individual test scores for 2021 indicated the school had more Year 3 and Year 5 students performing in the top 20% than like schools in all domains. The school also had fewer students in the bottom 20% than like schools across all

LITERACY	YEAR 3 – TOP 20%					
	SCHOOL			LIKE SCHOOL		
	2018	2019	2021	2018	2019	2021
Reading	37%	40%	35%	25%	28%	26%
Writing	52%	36%	42%	19%	18%	25%
Spelling	44%	51%	50%	21%	24%	26%
G&P	52%	52%	51%	22%	27%	28%

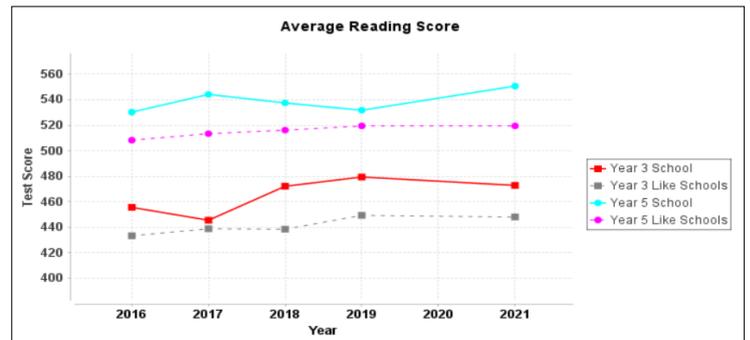
### ENGLISH—NAPLAN 2021

LITERACY	YEAR 5– TOP 20%					
	SCHOOL			LIKE SCHOOL		
	2018	2019	2021	2018	2019	2021
Reading	39%	31%	41%	27%	28%	24%
Writing	47%	42%	58%	23%	18%	29%
Spelling	47%	45%	51%	25%	24%	26%
G&P	52%	50%	63%	22%	27%	25%

Overall, English results have continued to show strong performance each year since 2014 particularly in spelling, grammar and punctuation and writing. Results were well above like schools in 2021 in all assessment domains in English.

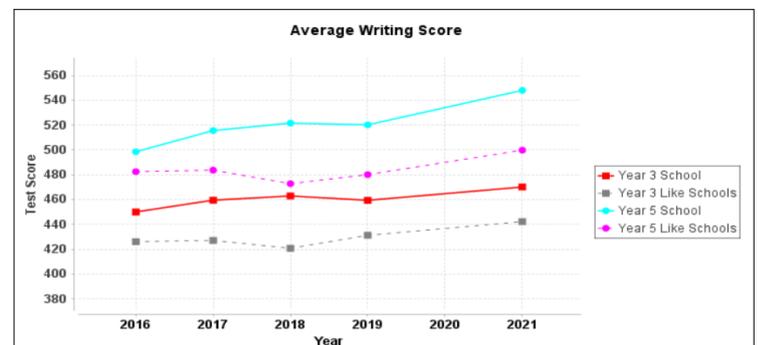
### READING

Year 3 and Year 5 reading scores were above like schools in 2021. There was a slight downward trend in the Year 3 results but a very pleasing upward trend in the Year 5 results. These results reflect that continued focus will be required to sustain future progress and achievement.



### WRITING

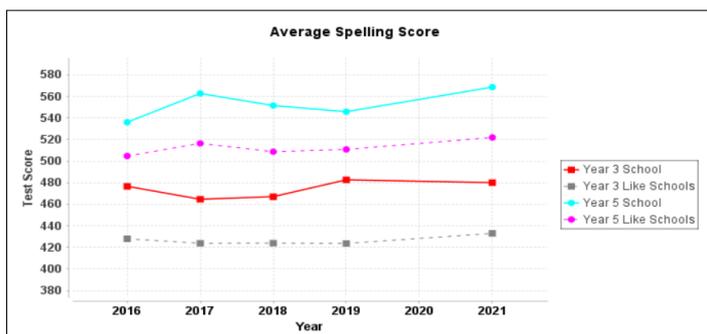
Year 3 and Year 5 students performed well above like schools in writing in 2021. Focus on a range of genre is required to ensure continued progress and improvement, particularly in narrative writing.





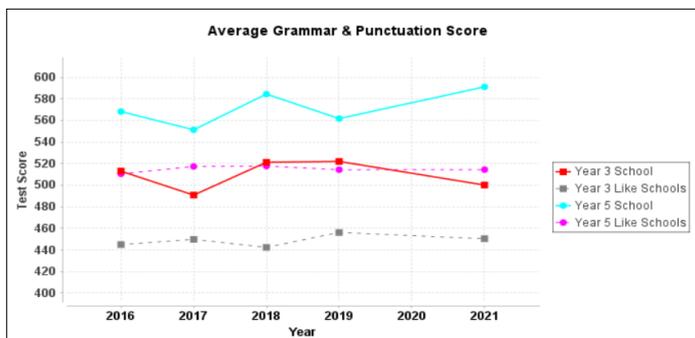
## SPELLING

In 2021, both Year 3 and Year 5 performed well above like schools in spelling however there was a slight downward trend in the Year 3 spelling results.



## GRAMMAR & PUNCTUATION

Grammar and Punctuation results continue to show Year 3 and Year 5 performing well above like schools in 2021. A downward trend was reflected in the Year 3 results since 2019. The results in grammar and punctuation reflect the school's focus on explicit teaching within the daily Literacy Block.



The overall alignment between Grade Allocations and NAPLAN results is improving in Year 3 and Year 5 in some areas. In Semester 1, in Year 3 Reading and Writing, 94% and 93% respectively of students' results aligned to their NAPLAN performance. The correlation of alignment was slightly better in Year 5 Reading and Writing with 98% of students with alignment results. This, however, remains an area of continued teacher focus with in-school and cross-school moderation taking place regularly.

### Value Adding

When students make greater progress than might be expected, the difference between the performance and the expectation is referred to as 'value added' by schools. The value that Wattle Grove Primary School added in comparison to student performance of 'like schools' was higher in Years 3-5 in writing and grammar and punctuation and equivalent in reading and spelling. From 2019—2021, Years 3 – 5 made higher progress/higher achievement than like schools in all domains except spelling. Grammar and punctuation achievement being the highest and progress in writing making the most gains.

## PRE-PRIMARY ON ENTRY ASSESSMENT

The Pre Primary On-entry Assessment Program is an assessment *for* learning, rather than an assessment *of* learning. Conducting this assessment early in the year ensures that the teacher has information about the current skills and understandings of each child to assist in the planning and delivery of targeted learning programs.

During 2021, the percentage of stable cohort students (students attending Wattle Grove Primary School Kindergarten in 2020) who achieved at or above the median score, slightly increased from the 2020 data in all areas of literacy. Results continued to remain higher than state equivalent scores. It is noted that our achievement in Reading continued to remain high when compared with state scores, and this could be linked to our continued whole school Reading Block focus.

The school has implemented more efficient and explicit early identification and intervention processes throughout our Pre-Kindergarten Playgroup and Kindergarten program, which continue to have a positive impact on results. The inclusion of an EAL/D education assistant working in the Kindergarten and Pre-Primary classes is proving to be effective. These processes will continue to support teachers and students in their teaching and learning. Students assessed again at the conclusion of Pre Primary in 2021 demonstrated significant improvement.

## NATIONAL QUALITY STANDARDS

In 2021, the school continued to implement the National Quality Standards through its strategic planning, reflection tool processes and regular auditing. The Early Years Reflective Tool was used to identify strengths and priorities for improvement. Regular discussions were conducted and continued assessment checks of hygiene and safety elements on a scheduled basis were undertaken.

In 2021, Wattle Grove PS achieved each of the seven Quality Areas outlined in the Early Years Reflection Tool.

In 2021, the NQS Committee supported staff in implementing and monitoring the targets, as well as providing updates and small articles for the school newsletter. During Phase Team meetings, the NQS Coordinator led discussions that were aimed at continuing to develop staff knowledge and understanding of each standard and the connections to school plans.

## COMMITMENT TO IMPROVEMENT

Whilst the school achieved the majority of the School Targets for English in 2021, there are still a number of areas that will require continued focus. Explicit literacy instruction in reading, phonics, spelling, grammar/punctuation and writing will continue to be a whole school priority with a particular focus on the value-added progress levels in Pre Primary to Year 3 and Years 3-5.



### COMMITMENT TO IMPROVEMENT (cont)

Year 3 Reading, Spelling, Grammar and Punctuation achievement and progress continue to require further focus in 2022 with explicit instruction strategies continuing to be refined. Reading development in all year levels will continue to be a basis for focus in 2022.

The continued implementation of the Vocabulary, Connectives, Openers and Punctuation (VCOP) Program, Big Write and Seven Steps will provide for further focus and review of writing development across the school. A more thorough focus on the Narrative genre will be required as well as that of Poetry. Integrated Literacy Blocks at all year levels will continue to provide a consistent and cohesive approach to literacy instruction with a focus on 100% of all students understanding new concepts when introduced. Phonological Awareness will also continue to be an area of focus, particularly in the early years. The continued implementation of a specific Spelling Block and Reading Block will provide opportunities for teachers to explicitly teach key strategies and develop comprehension strategies further. The explicit instruction of key concepts together with cooperative learning strategies will continue to be the focus of instructional practice. Close monitoring of student achievement and expected progress using the School English Standards at each year level will continue to be carried out. A more focused intervention approach for Students at Educational Risk will be undertaken to ensure a reduction in the number of students not meeting the expected year level standards. Extension of high performing students will continue to be an area of focus to ensure students are challenged according to their ability. With new staff coming into the school each year, further opportunities of in-school and cross-school moderation, using common assessment tasks, will continue to be provided to improve the consistency and alignment of teacher judgements with NAPLAN results. Further explicit instruction in vocabulary development and support to assist students with English as an Additional Language/Dialect (EAL/D) will continue to be implemented as will professional support for teachers in this area.

### EXCELLENCE IN LEARNING

#### MATHEMATICS—NAPLAN 2021

The Mathematics Learning Area is separated into three strands – Number/Algebra, Measurement/Geometry and Statistics/Probability.

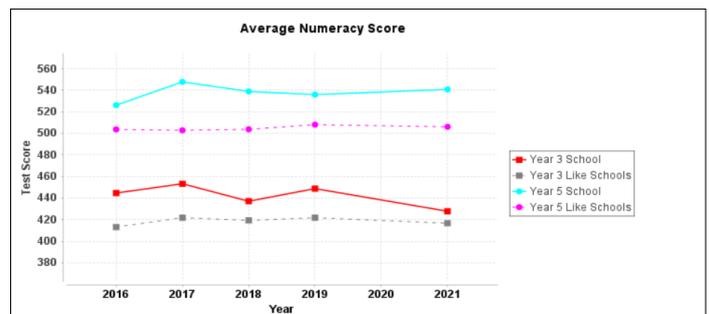
Longitudinally, the Year 3 and Year 5 average numeracy score continued to be above like schools with a solid improvement in Year 3 results. There was, however, a slight downward trend in Mathematics' performance in Year 5.

Individual test scores for 2021 indicated the school had more Year 3 and Year 5 students performing in the top 20% than like schools.

The school also had fewer students in the bottom 20% than like schools in Year 5, but had the equivalent in Year 3.

NAPLAN	NUMERACY TOP 20%					
	SCHOOL			LIKE SCHOOL		
	2018	2019	2021	2018	2019	2021
Year 3	30%	35%	36%	26%	27%	26%
Year 5	45%	45%	51%	26%	29%	28%

Longitudinally, the Year 3 and Year 5 average numeracy score continued to be above like schools, however, there has been a definite downward trend in Mathematics performance in Year 3 since 2019.



The Numeracy Block format, including daily problem solving and mental maths strategies, will continue to be implemented during 2022. A further focus will be made on the concrete, pictorial, abstract processes of Mathematics. Data tracking processes will continue to increase teacher data literacy knowledge and to ensure continued student progress in Mathematics.

#### Value Adding

From 2019–2021, Years 3-5 students continued to make high achievement and high progress in Mathematics achieving and progressing well above like schools.

### COMMITMENT TO IMPROVEMENT

In 2022, the school will continue to focus on student achievement of the School Mathematics Standards which have been aligned to the Western Australian Mathematics Curriculum. PRIME Mathematics, will continue to be implemented in Pre Primary– Year 6. This program provides explicit and sequential instruction of Mathematics with a focus on problem solving. A strong focus on Explicit Instruction and problem solving will continue to feature with an emphasis on the 'concrete' stage of mathematical development in the early years before moving to visual and abstract mathematical reasoning. Differentiating the Mathematics Curriculum will continue to be developed by teachers to cater for different ability levels within their class. High achievers will continue to be challenged by taking part in numeracy extension courses and external competitions.



### COMMITMENT TO IMPROVEMENT (cont)

A whole school focus will be ensuring that Numeracy Blocks are conducted for a full 60-70 minutes each day. A more consistent approach to mental maths strategies will be implemented as well as the development of whole school chants and mathematical language to ensure consistency across the school. Numero will continue to be implemented in all classes from K-6 to further develop mental maths skills. Differentiating the Mathematics Curriculum will continue to be developed by teachers to cater for different ability levels within their class. High achievers will continue to be challenged by taking part in numeracy extension courses and external competitions. Regularly scheduled in school moderation, using common assessment tasks will continue to be implemented.

### SCIENCE

Science has continued to be a priority in 2021. The Science committee was expanded to include teachers from each year level, which has led to greater consistency of messaging and has helped to increase staff confidence with assessment and teaching. An explicit teaching flowchart was also introduced to help teachers plan and deliver lessons in a consistent manner across the school.

Although, the school did not achieve the target of “All students achieving a minimum Learning Area grade of ‘C’ by the end of Semester Two”, there was a 10% increase in A grades with over 20% achieving that grade. There was also an increase in B grades. This could be a result of the increase in inquiry lesson focus applied to Science planning and the STEM learning journey supporting the depth of knowledge and understanding of the concept.

Additionally, there was an increase in the percentage of students who achieved a ‘B’ (from Semester Two 2020 to Semester Two 2021) in Years 3, 5 and 6 but there was a decline in Years PP, 1, 2, and 4. This is, in part, due to a higher percentage of students achieving an ‘A’ grade. Since the introduction of systematic common assessment tasks in both conceptual and inquiry strands, teachers have become more confident in their allocation of grades. The moderation opportunities based on this assessment program have contributed to greater confidence when allocating grades.

Modelled Science lessons demonstrated by the Science Coordinator, with team teaching opportunities, greatly assisted the implementation and delivery of science skills and concepts. Additionally, the implementation of a lesson flow chart outlining the essential elements of a Science lesson, and following the gradual release model also assisted the improvement in science achievement. Expansion of the use of the graduated Common Assessment Tests designed by the Science committee also assisted in improved science outcomes.

### STEM

Science, Technologies, and Mathematics were reported on once again 2021 in all Pre Primary to Year 6. classes. STEM projects were developed to illustrate the capacity of students to utilise their inquiry learning, critical and creative thinking together with their mathematical, scientific, and design technology skills. Year 3 and 5 students continued to achieve scores higher than statistically similar schools in NAPLAN Numeracy. In 2021, a greater percentage of students achieved either an ‘A’ or ‘B’ grade by the end of Semester Two, when compared to like schools.

Students also demonstrated a good understanding of the designing, building, constructing and appraising process. All students were given several short term design challenges and one long term STEM challenge per semester. These long term engineering challenges include elements from across the curriculum and are designed to be highly engaging and require both problem solving and creative thinking skills. Our Parent Learning Journey in Term Three had STEM as its focus. Each student was required to design, build and appraise a product and then explain the process to their parents. This was very successful and indicated a strong grasp of design principles and processes.

ICT skills were developed through a specialist program with students using a range of resources from Blue Botts to Lego Robotics. Increased teacher capacity from professional learning and the reorganisation of STEM Resources all assisted in creating a greater emphasis on STEM learning and teaching.

In 2022, continued teaching emphasis will be placed on higher order skills including critical thinking and data analysis.

### HASS

In 2021, all teachers continued to implement the HASS Block Flowchart into their classrooms as developed by the HASS Committee the previous year. A number of high-quality resources were purchased in order to support student learning within HASS. These resources helped with developing students’ knowledge, understanding and skills in HASS.

Whilst not all students achieved the school target of a ‘C’ grade in all HASS strands, there were very few students who did not meet this minimum standard. This was an improvement on 2020 results. This result highlights that teachers were developing a clear understanding of the skills, knowledge and understandings required to be demonstrated by a student who achieves a grade of ‘A’, ‘B’ or ‘C’.

Additionally, 20 % or more of all Year One, Year Two, Year Three, and Year Four students successfully achieved A grades with other year levels missing this target by less than 2%.

In 2022, the school will continue to develop common assessment tasks to form a bank of HASS assessments and further develop the integration of HASS into Literacy and other areas.



## EXCELLENCE IN TEACHING

Throughout 2021 and as part of the Centre of Excellence for the Explicit Teaching of Literacy Project, the school continued to showcase its teaching excellence to principals and teachers throughout WA. The school was visited by more than 100 administrators /teachers to observe explicit literacy instruction in classrooms and to attend professional learning in Literacy and whole school planning. As part of the project, the school also mentored 10 primary schools from metropolitan and regional locations. Additionally, the Department of Education filmed the school's data analysis discussions and teacher modelling of various literacy lessons. These clips were then placed on the Centre of Excellence Connect website for schools around the State to access.

Throughout 2021, all teachers consistently used whole school teaching strategies as articulated in the School Operational Plan. Literacy and Numeracy Blocks continued to be implemented in all classrooms with Explicit Teaching strategies used to develop student learning. The Gradual Release Model remained a key instructional process across the school.

Literacy and Numeracy improvement targets were set at the beginning of 2021 by all year level teachers. Literacy and numeracy data was regularly analysed by all teachers and administration staff throughout the year with close monitoring and tracking of individual student progress.

In addition to Explicit Instruction, Cooperative learning strategies continued to be a key feature of the teaching and learning programs within our school with teachers consistently and effectively using year level cooperative structures. Students working in Learning Teams consistently demonstrate a strong leadership capacity and the ability to collaborate with students of various abilities. Feedback from students to each other is highly reflective and constructive.

Observations of key teachers were provided for new staff and staff wanting to upskill in the delivery of specific Literacy and Numeracy teaching strategies.

Teachers and students continued to use a variety of aspects of ICT in their daily teaching practice to develop digital technology skills with Interactive Whiteboards in every classroom. Computers were available in each classroom in addition to the Computer Lab. Ipads were also used by K-2 students for skill development. An increased focus on the explicit instruction of ICT and key board skills was implemented by a specialist ICT program. All teaching staff participated in numerous peer reviews and classroom observations across all year levels.

Two new aspects were added to the new School Business Plan for 2021 and included a focus on speaking and listening and a designated daily Spelling Block. Both strategies demonstrated improvement and will continue to be a focus for 2022.

Whole school strategies are deeply embedded within the teaching learning practices of the school with over 25 being implemented across the school. This, together with a number of school-developed curriculum documents, ensures consistency and cohesion in teaching in all classes. Professional learning was conducted regularly for all staff in 2021 and continues to be a vital element of the school particularly with a number of new teachers coming to our school each year.

## SAFE AND SUPPORTIVE ENVIRONMENT

At Wattle Grove Primary School, we pride ourselves on providing a safe and caring learning environment for students and staff, underpinned by a values rich learning culture that supports quality learning and positive behaviours. We strive to develop in students a commitment to care for each other and the environment.

In 2021, despite the COVID-19 pandemic, the school's focus on its motto of Give to Receive was continually highlighted. Students were encouraged to think of others and look for ways to give back to their community.

The school's values—learning, excellence, equity and care which underpin both the academic and pastoral care programs of the school, continued to be promoted.

Students were acknowledged at assemblies for their demonstration of the school values with class Merit Certificates. The School Chaplain continued to provide support to students and families and to promote the Values Program across the school.

Year 6 students participated in the Darling Range Learning Community Citizenship Program throughout 2021. Each student developed a Citizenship Project and Portfolio which demonstrated their contribution to the school, home and community in the areas of Participation, Excellence and Cooperation. Projects included fundraising for various appeals and projects, as well as, for a range of medical research foundations including the Cancer Foundation, Cystic Fibrosis, and Brain Cancer Australia. As a result of this increased awareness, many of these activities were initiated by the students independently and undertaken outside of school. Student leadership is an integral part of achieving a safe and supportive environment. The Student Council continued to be proactive in 2021 and met at least twice each term with the Principal. The Student Council, consisting of more than 70 students, continued to provide a great opportunity for student voice in the school.

In 2021, all staff continued to promote the Safe Use of Social Media to students and parents. A specialist ICT teacher was also appointed to assist with the delivery of ICT with the explicit teaching of safe use of ICT and social media.

The whole school "CHAT" (Changing Health Acting Together) program continued to be implemented to further enhance the resiliency program across the school.



## CELEBRATING ACHIEVEMENTS

In 2021, the school achieved many significant successes in academic, sporting and community activities for the students of Wattle Grove Primary School.

### Academic

**My School Rules**—This competition conducted by Darling Range Sports College for primary schools within the Darling Range Learning Community was once again won by Wattle Grove Primary School in 2021 for the seventh time. This was a tremendous effort and provided our senior students with the opportunity to test their knowledge against that of other primary school students.

**Principal's Challenges**—The Principals and Year Level Challenges continued each term across the school in Years 1-6 in 2021. Designed to challenge the students in their recall of mathematics, spelling and general knowledge, the Principal conducts the Challenge for Year 6 classes whilst class teachers conduct the Year Level Challenges. Considerable improvement was seen once again across the year from individual students and classes.

**Australian Maths Competition**—This competition which is conducted across Australia by the Australian Mathematics Trust, attracted 179 students from Wattle Grove to participate. Some excellent results were achieved with two students receiving prize awards for achieving in the top 0.3% of students who participated. Seven students also achieved high distinctions.

**Numero Challenge**—The school competed once again in the Interschool Numero Challenge with students performing extremely well. Two teams went through to the final this year which was a great achievement.

**Scholarships** - A number of Year 6 students attained Secondary Scholarships and placements in specialist courses at secondary schools for 2022.

**Super Scientist Challenge**- The Super Scientist Challenges continued to create a considerable amount of excitement in science learning. Students developed, conducted and presented their own research to their class with selected students from each year level presenting to the whole school as Super Scientist winners.

**STAWA (Science Teachers Association of WA) Science and Engineering Awards**- A number of students entered the STAWA Competition this year and created a range of science and engineering investigations. As a result, the school had five finalist students.

## CELEBRATING ACHIEVEMENTS

### Sport

The school celebrated a number of individual and team sporting achievements throughout 2021.

**Winter Carnival** – The Interschool Winter Carnival saw our Soccer A taking out the Winter Championship with the other teams also demonstrating excellent skills and endeavour in their competitions.

**Faction Carnival**—Our Faction Carnival was a fantastic event held at Dawson Park PS this year due to the condition of our school oval. Whilst it did pose a number of logistical challenges, it was still a tremendous celebration of athletics with Orange Faction the overall winning faction for the first time.

**Interschool Athletics** – The school was very successful in winning the Interschool Carnival once again in 2021 with a number of students being awarded Individual Championships. All students put a great deal of effort into this event and demonstrated not only significant athletic skill, but also considerable sportsmanship.

### The Arts

To celebrate our students' achievements in the Arts, a reduced number of special events were still conducted throughout the 2021 school year.

**School Choirs** - Once again our school choirs worked hard throughout the year to develop their choral skills. The Senior School Choir performed beautifully at the Massed Choir Festival, ANZAC Ceremony, School Assembly and at the Year 6 Graduation. The Junior Choir also performed with great enthusiasm at school assemblies and at lunchtime concerts.

**Visual Arts**—The school participated in the Darling Range Arts Festival conducted for the first time in 2021. The exhibition included work from Year One through to Year Ten students from schools in the Darling Range Learning Community. Artwork from our school included printmaking, painting and collage from students across the school.

### Community

In 2021, community events were again significantly reduced due to the COVID-19 pandemic restrictions. School-based celebrations still continued where possible however and included. - Harmony Day Parade, WA Day, NAIDOC Week, Wattle Day, Book Week Parade, Book Fair conducted by the P&C, World Teachers' Day, P&C Day, Faction and Interschool Athletics Carnivals, Learning Journeys, Graduation Ceremony, K—5 Presentation Dance Parties and Ringing of the Bell. The Spring Flower Pot Competition was also conducted in partnership with Dawson's Garden World to raise the awareness of how plants improve our environment. All these events demonstrated the wonderful community spirit that exists within our school.



## Community Satisfaction

### Parent Survey

A Parent Survey was conducted once again in 2021. Although only 13% of parents completed the survey, the responses were overwhelmingly positive with an average response of 93% recording a satisfactory to highly satisfactory rate of the school. The responses indicated the highest approval rating for:

- Teachers at this school expect my child to do his or her best.
- My child feels safe at this school.
- Teachers at this school care about my child.

Areas that included the lowest responses were:

- The school takes parents opinions seriously.
- The school works with me to support my child.

-This school has a strong relationship with the local community

### Student Survey

A Student Survey was once again conducted in 2021 with 190 Year 5 and 6 students resulting in very positive responses in which the average response was 94.4% recording a positive rating of the school slightly higher than 2020.

The responses indicated the highest approval rating for:

- My teachers expect me to do my best
- My teachers provide me with useful feedback.
- The school looks for ways to improve.

Areas that included the lowest responses were:

- I can talk to my teachers about my concerns
- My school takes students opinions seriously.
- Teachers at my school treat students fairly.

## STUDENT MANAGEMENT

### Enrolments

Wattle Grove Primary School experienced little growth throughout 2021. The building of new homes stabilised throughout the year, taking much longer for completion due to the Covid pandemic. In 2021, the student population grew from 831 at the end of 2020 to 835 at the end of 2021 with expected further enrolment growth in 2022.

### FACILITIES

The state of the art facilities of our school continue to provide the best possible educational opportunities for our students. In 2021, an additional transportable classroom was also installed to cater for the increasing enrolments with the Block 2 extension to be completed in 2022. The relocation of the 3 transportable classrooms to the oval did cause significant damage to the oval in winter which took the remainder of the year to recover.

## FINANCE

The School Budget is authorised by the Finance Committee and the School Board. Staff Members are responsible for each of the Learning Area Cost Centres

ANNUAL INCOME 2021		
	Budget	Actual
Voluntary Contributions	\$30,805.00	\$30,948.00
Charges and Fees	\$124,468.00	\$113,000.92
Fundraising & Donations	\$21,998.00	\$1,390.56
Other State Govt/Local Govt Revenues	\$120.00	\$120.00
Other Revenues	\$30,632.00	\$30,674.43
Transfer from Reserve	\$91,419.00	\$87,689.46
<b>Total Locally Raised Funds</b>	<b>\$303,218.00</b>	<b>\$267,599.24</b>
<b>Opening Balance</b>	<b>\$239,140.00</b>	<b>\$239,140.39</b>
<b>Student Centred Funding</b>	<b>\$800,614.00</b>	<b>\$800,641.33</b>
<b>Total Funds Available</b>	<b>\$1,342,972.00</b>	<b>\$1,307,353.96</b>

ANNUAL EXPENDITURE 2021		
	Budget	Actual
Administration	\$66,088.00	\$34,085.17
Utilities & Maintenance	\$162,731.00	\$143,580.62
Buildings & Equipment	\$138,452.00	\$123,394.07
Curriculum	\$278,210.00	\$262,149.61
Professional Learning	\$20,680.00	\$4786.03
Transfer from Reserve	\$612,915.00	\$612,915.00
Other Expenditure	\$32,975.00	\$32,975.83
Payments to CO, Reg. Office and other schools	\$5,832.00	\$5,832.46
<b>Total Expenditure</b>	<b>\$1,317,883.00</b>	<b>\$1,219,718.79</b>

## CONCLUSION

The 2021 school year was once again a very successful year for our school. Despite the continuation of the COVID 19 pandemic and restrictions, the school maintained its highly successful learning and teaching program and continued to provide many wonderful events for the students of the school. The desire to achieve high academic performance through quality learning and teaching programs will continue to be the focal point in the coming years. This is complemented by continuing to provide a wonderful safe and caring school environment for our students to enjoy and contribute to in a positive and meaningful way. The sense of community that exists between parents, staff and students continues to be a real feature of our school and a source of pride to us all.

**Julie Roberts — Principal**



## Our School Song

Wattle Grove is our school, we're like a family,  
Where kids from many countries, are happy as can be  
We work and play together and help each other too,  
We're glad you could come here today  
It's lovely seeing you.

Love and kindness live here, we try to do our best,  
The things that we all try to do,  
Are written on our crest.  
Giving and receiving and helping every day,  
Our creed is what we live by, in thought and work and play.

Wattle Grove is our school, we're like a family,  
Where kids from many countries, are happy as can be  
We work and play together and help each other too,  
We're glad you could come here today  
It's lovely seeing you.  
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