



Coorow Primary School Annual Report 2021



Our vision

At Coorow, we strive to do our best.
We are confident and resilient.
We laugh and learn and grow together.



We believe that children learn best when we:

- believe all children can learn and build students' belief in their own capacity to learn and achieve success.
- maintain a safe, inclusive and child-centered environment where each individual feels valued and respected by the teacher and other students.
- identify and meet the unique emotional, social, cultural and educational needs of each child and family.
- work together to implement high quality teaching across the school.
- develop a school culture that emphasises the relationship between effort and success.
- recognise that students learn in different ways and at different rates.
- provide engaging, hands-on learning experiences that are culturally and developmentally appropriate in a language-rich environment.
- differentiate learning activities so that each student is set achievable but challenging tasks.
- provide explicit feedback that helps students move from their current to a higher level of understanding.
- develop and maintain productive relationships and open communication with students' families.
- remember that learning for life is as important as academic learning and strive to develop each child socially, emotionally, academically, creatively and physically.



Message from the Principal

As part of the school's reporting and accountability process, the annual School Report provides you with a snapshot of how our school performed in 2021.

2021 was the final year of our current Strategic Plan and our work this year built on the school's previous success as the staff set and worked towards aspirational yet achievable targets for continuing school improvement. Initiatives and improvements have been planned across all areas of the school, as well as consolidation of those implemented in prior years. As always, the children remain the cornerstone of all that we do and every decision has been made in their best interests.

Our work was validated this year when we took part in the Public School Review process and received an extremely positive review. I would like to commend all staff members who have consistently worked to provide an engaging, safe and outcomes focused learning environment where each student's participation and achievement are valued. I would also like to recognise the important contributions made by the School Board; the P&C Association; parents, carers and extended families; other members of the Coorow community; the Shire of Coorow; and the Coorow business community to the education of our students. The level of community engagement with the school is outstanding and is one of the factors that is most important in making our school a special and welcoming place for every child.

I am proud to present the 2021 Annual Report for Coorow Primary School.

Jancy Whyte
Principal

School Overview

School context

Coorow is a farming town, home to approximately 150 people, situated on Yuat Noongar land 265 km north of Perth. Other than the Coorow Shire, the school is the largest employer in the town and plays an important role in maintaining social connections for students, their families, staff and the wider community.

The school catchment area comprises of agricultural country in a 50km radius to the east, south and west of Coorow. Approximately 25% of our students are Aboriginal. Approximately 75% travel to school by bus each day, and half of these utilise the western bus route. Five students live outside our local area. Since 2018, the number of students enrolled (including Kindergarten students) has gradually increased, reaching a peak of 43 at one stage this year. With a further 8 kindergarten students expected to enroll in 2022, it is expected that student numbers will remain in the low 40s for the next two to three years.

| | 2017 | 2018 | 2019 | 2020 | 2021 |
|-------------------------------------|------|------|------|------|------|
| Enrollment (Including Kindergarten) | 31 | 30 | 32 | 35 | 41 |

| Primary | Kin* | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|---------|------|-----|-----|-----|-----|-----|-----|-----|-------|
| | 8 | 4 | 4 | 7 | 3 | 5 | 3 | 7 | 41 |

* Kindergarten students attend for the equivalent of 2.5 days per week

Teaching and Learning Programs

At Coorow Primary School, we create a safe, accountable and supportive environment where every student can grow and develop academically, socially and emotionally.

We consider that being such a small school is a tremendous advantage as we know each student personally and can address their needs individually.

We have a strong focus on improving the attendance of all students, and this year the school received the Education Department's *Making a Difference* award for improving Aboriginal attendance rates by over 25%.

Our students are grouped into three multi-age classrooms: Kindergarten/Pre-Primary/Year 1, Year 2/3, and Year 4/5/6. Small numbers in each class ensure that teachers are able to meet the individual learning needs of each child.

Across the school we constantly focus on building a close and caring school environment where older and younger students work together, both inside and outside the classroom, taking care of each other and sharing in challenges and successes.

Students enjoy a broad range of curriculum experiences, given our small enrolment and location. We have a face-to-face French teacher, a specialist Science teacher, a Physical Education teacher, and a library officer. The school chaplain co-ordinated wellbeing education throughout the school.



Coorow regularly joins with other small schools to participate in sporting activities and curriculum based projects.

This year, these included:

- Interschool swimming athletics,
- Cross-country,
- Cricket and winter sports carnivals;
- Joint Schools STEAM Camp for Year 3-6 students, held at Badgingarra this year;
- STEAM Camp Showcase Day, held at Coorow;
- Year 6 interschool Health and Leadership Camp, hosted by Coorow.
- Musica-Viva excursion hosted by Eneabba;
- Midwest NAIDOC at Morawa.

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia. All staff members are local to Coorow and the surrounding areas, and between them have many years of teaching experience. All staff members undertake regular professional learning to ensure that their knowledge and skills remain current.

Teaching and Learning Programs (continued)

| | No | FTE |
|-----------------------------------|-----------|------------|
| Principals | 1 | 1.0 |
| Total Administration Staff | 1 | 1.0 |
| Other Teaching Staff | 4 | 3.1 |
| Total Teaching Staff | 4 | 3.1 |
| Clerical / Administrative | 2 | 1.0 |
| Gardening / Maintenance | 1 | 0.6 |
| Other Non-Teaching Staff | 4 | 1.9 |
| Total School Support Staff | 7 | 3.5 |
| Total Staff 2021 | 12 | 7.6 |



Buildings and Facilities

We are fortunate that our school buildings have been extremely well maintained. Improvements this year include:

- refurbishment of the toilet block;
- replacement of the steps to the verandah classrooms with wider steps and handrails;
- installation of tactile approach tiles at all steps to improve disabled access;
- installation of a wheel-chair accessible ramp to the rear of the pre-primary
- resurfacing of the evacuation path to the Coorow Hall
- replacement of the evaporative air-conditioner in the staffroom with a reverse-cycle unit.

Our classroom areas comprise:

- a purpose built transportable Kindergarten / Pre-Primary room
- a junior primary room
- a very large, modern senior primary classroom
- a boardroom that is also used as a classroom for small groups of students

Buildings and Facilities (continued)

The school plans to replace the evaporative air-conditioner in the library with reverse-cycle in 2022. All other classroom and office areas already have reverse-cycle air-conditioning.

Each of the teaching areas is equipped with an eBoard. An additional new eBoard, generously co-funded by the P&C and the Bendigo Bank, was installed in an empty classroom this year to improve its functionality. It was then used for a large number of specialist classes.

The senior classroom is of all-metal construction, with phone and water connections, and ember screening on all windows and vents, making it our 'safer location' to which all staff and students will retreat in case of a bushfire emergency. Evacuation, invacuation and lockdown drills are practiced regularly.



Outdoor play areas were largely completed in 2020, so work in 2021 was mainly maintenance. The two large shade sails were replaced after they were damaged by Cyclone Seroja. (The school was fortunate that no other damage was sustained.) The country-style wooden benches were replaced. A grant was obtained to extend and improve the bush tucker garden. Planning is largely complete and works for this will be completed in 2022.

On hot days, students are given the choice of playing outdoors or remaining indoors; the Makerspace, board games and library books have proved to be a popular alternative to outdoor play.

Staff members continued to volunteer to provide a cooked breakfast at Breakfast Club. This was extended to include Fridays as well as Mondays and Wednesdays, and approximately 12 breakfasts were provided each day. Lunches are also provided to those who need them.

The parent library was extended, providing books about parenting, child-development, and current issues, as well as a selection of books for parents to share with children on topics such as growth and development, protective behaviours, and anxiety.



Priority Areas

Our school strategic plan identifies five priorities that have provided our school with strategic direction for the past three years:

- build upon achievement to increase individual performance
- a commitment to high quality teaching
- an environment of high care and well being
- a strong commitment to community partnerships
- development of quality leadership

The information presented in this report provides clear evidence that the school has a well-developed range of practices and strategies and is in a sound position to continue to maintain and improve student performance and well-being. During each year of the 2019-2021 strategic plan, we have reviewed and reflected on our practices, identifying areas that require continued focus or a change of direction. In order to further improve the achievement of all students and operation of the school, these reflections will inform the priority areas and key strategies of the new strategic plan that will be completed early in 2022.

Summary of Student Academic Achievements

Please note: Due to the small numbers of students sitting NAPLAN tests in 2021 and the high likelihood of identifying individual students, some results cannot be provided. However, staff have analysed all NAPLAN data, as well as considering individual and average achievement in each test area since 2018, in order to plan for improved achievement. Other important sources of data that provide evidence of student achievement and inform future planning include:

- Achievement of individual targets;
- On-Entry testing up to Year 2;
- Brightpath writing assessment;
- Brightpath mathematics assessment (introduced 2021);
- Progressive Achievement Testing (PAT testing) - early years mathematics, science and reading comprehension (all introduced 2021).

English

School Development

During 2021, the school continued to use targeted intervention for struggling students and individualised planning to improve the performance of selected students who were performing well but considered to be capable of improved outcomes.

The *Sounds Write* synthetic phonics program is now fully implemented to teach reading and spelling from Pre-Primary to Year 3. The *Heggerty Phonemic Awareness Curriculum* was introduced in the early years to provide targeted support as students are working to grasp the concepts of how sounds work in language, and Year 3 students explicitly studied word building. Students in Years 4 – 6 continue to use the *Smart Words* spelling program.

Talk4Writing continued to be used in the early childhood and junior classrooms, while *Seven Steps to Writing* was implemented as planned in the senior class during 2021. Further professional learning was provided to staff in effective use of the Brightpath writing assessment. Our use of Brightpath continues to improve the accuracy of writing assessment and teachers' ability to provide targeted feedback to students for improvement.

English (continued)

Students from Years 3 - 6 competed in our first Oracy competition, then the winning senior students presented their speeches at Eneabba's Oracy competition and also at a parent assembly. It was very pleasing to see the development in the students' confidence as they spoke in the competition and we plan to make this an annual event.

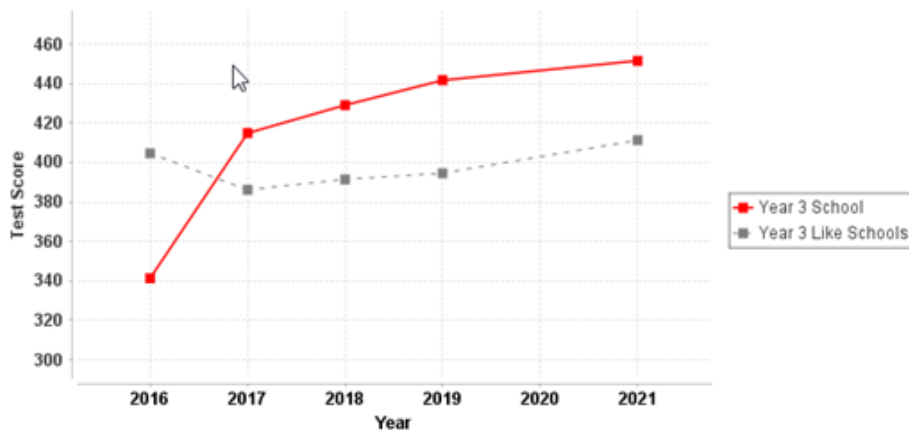
A large number of library books were purchased with support from the P&C.

Targets and Achievement

- Mean student achievement in 2021 NAPLAN Reading, Writing, Spelling, and Grammar and Punctuation is at or above the expected range relative to ICSEA
- The mean progress of the Year 3 to 5 stable cohort is at or above that of WA public schools in all NAPLAN domains
- Student (named in operational planning) to achieve Band 5 in Reading and Writing (Year 3 Naplan)

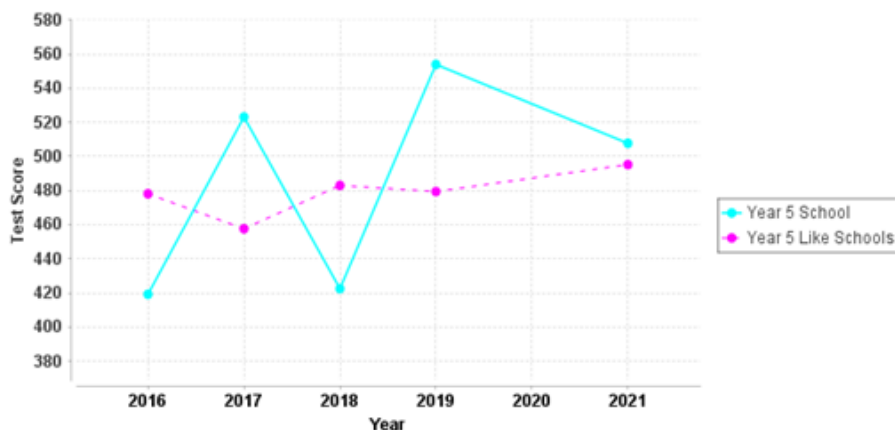
| Target | Mean Year 3 Student achievement at or above Like-schools | Mean Year 5 Student achievement at or above Like-schools | Mean Progress from Year 3 to Year 5 at or above Like-schools | 80% of named students meet individual targets |
|----------|--|--|--|---|
| Reading | Achieved | Achieved | Not achieved | Achieved |
| Spelling | Achieved | Not achieved | Achieved | Achieved |
| Writing | Achieved | Achieved | Achieved | Achieved |
| Grammar | Achieved | Not achieved | Achieved | Achieved |

Average Reading Score



Staff believe that the improvement in Year 3 scores is the result of implementation of explicit teaching of synthetic phonics in the junior years in 2020 and 2021.

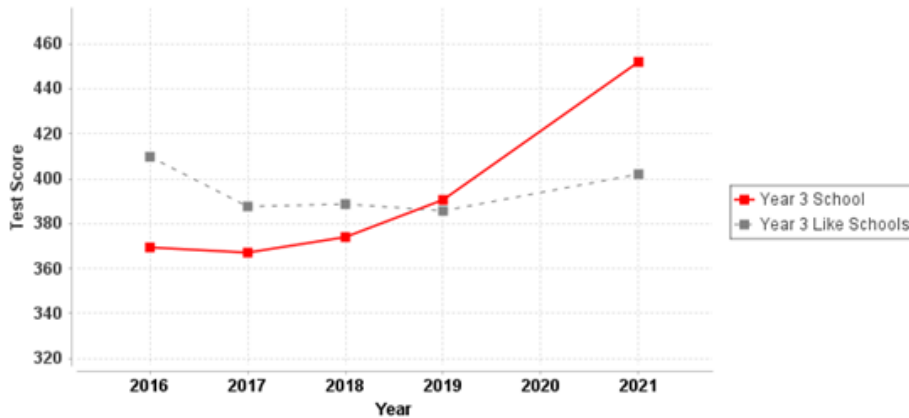
Average Reading Score



The fall in Year 5 reading scores is the result of not continuing the previous program in explicit instruction of comprehension strategies.

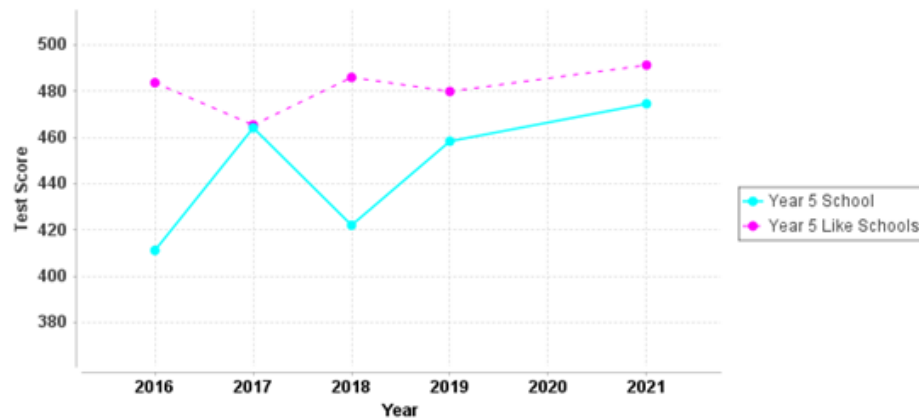
English (continued)

Average Spelling Score



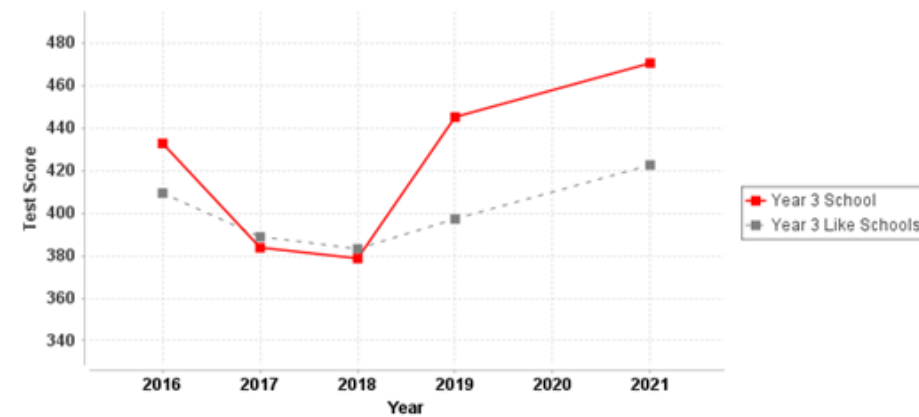
We believe that the strong and sustained improvement in spelling is due to the school's focus on achievement in this area, and particularly the introduction of evidence based explicit teaching programs in the junior years.

Average Spelling Score



We expect improvement in Year 5 results in future testing as students move into the upper years with a more secure skill base.

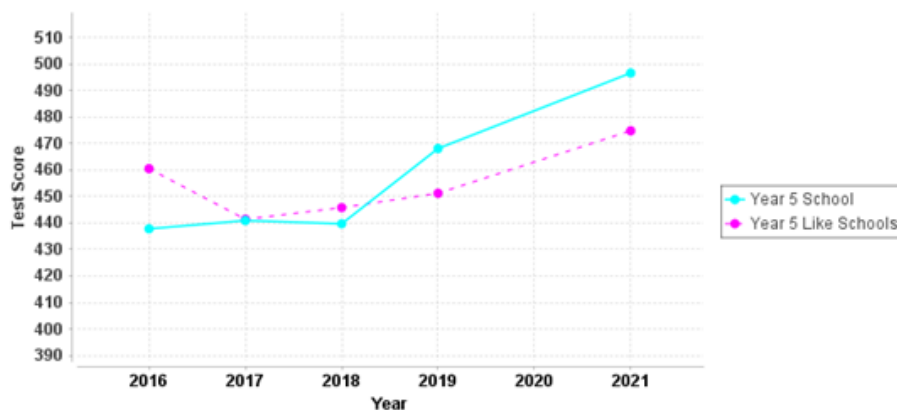
Average Writing Score



Writing was another focus area of the 2019-2021 strategic plan, and the implementation of explicit programs in this area has led to strong and sustained growth.

Year 3 mean scores have improved steadily since 2018 and first surpassed the national mean in 2019.

Average Writing Score

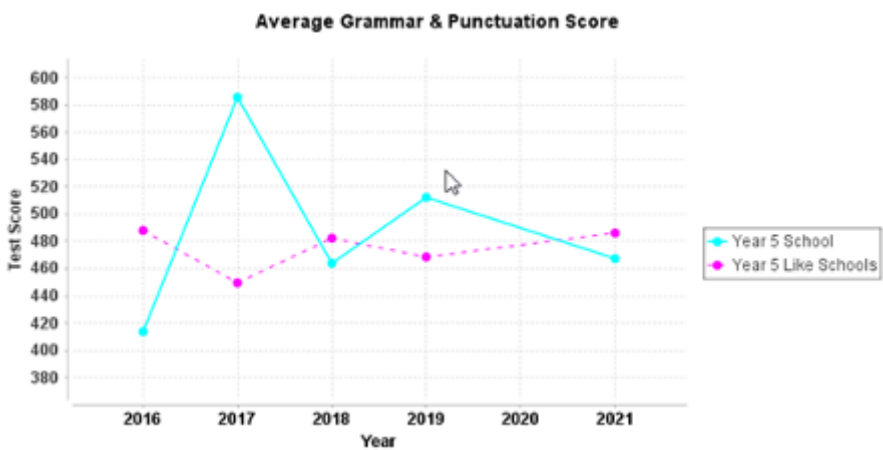


Year 5 scores have also improved consistently and first surpassed the national mean this year.

English (continued)



Grammar and punctuation has not been a school focus and it can be seen that student scores have not shown the same increase as other areas.



Recommendations for 2022

- Recommence guided reading groups and explicit teaching of comprehension strategies.
- Explicit vocabulary instruction.
- Explicit teaching of school grammar and punctuation scope and sequence
- Implementation of the mentor sentence approach to practice the use of grammar and punctuation in writing
- Continue *Talk4Writing* in the junior grades, consolidate implementation of *7 Steps to Writing* in the senior room and build grammar and punctuation into the writing programs.
- Continue and extend the use of Brightpath to improve assessment of writing and provide teaching pointers
- Continue *Sounds Write* Heggerty Program from Kindergarten to Year 3 and consolidate the *Hegerty Phonemic Awareness Curriculum*, with additional staff professional learning as required.
- Support the implementation of *Sounds Write* by consolidating the collection of decodable readers for use during class teaching and home reading.
- Ensure explicit teaching of spelling rules in Years 4-6, with daily review of concepts taught.
- Close monitoring of the reading and spelling progress of the Year 1 and 2 cohorts, providing targeted intervention as necessary to ensure satisfactory progress.
- Continue to identify target students and use individualized assessment and planning to improve performance. Ensure plans include grammar as well as writing, reading and spelling.
- Continue with timetabled provision for daily individualised learning support .

Mathematics

School development

The school continued to use targeted intervention for struggling students and began use of the JEMM program to support those students missing some fundamental mathematical concepts. Target-setting and individualised planning were used to improve the performance of selected students considered to be capable of improved outcomes. Several very capable students were taught above their year level.

Teachers continued to focus on instruction in the vocabulary of mathematics, problem-solving, and the learning of basic facts. The use of targeted assessments monitored student progress against the curriculum.

The Oxford mathematics program was implemented across the school.

This program has a strong focus on teaching fundamental understandings and using assessment to guide teaching. It was supplemented by use of the Top Ten mathematics library, a collection of children's books that deal with mathematical concepts and are ideal for introducing or revising topics.

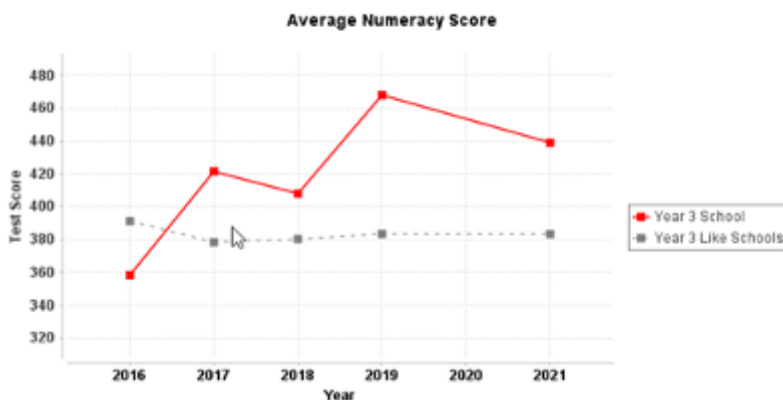
Mathematics tabloids proved to be popular activities for Mother's Day and Father's Day.

Targets and Achievement

- Mean student achievement in NAPLAN Numeracy is at or above the expected range relative to ICSEA.
- The mean progress of the Year 3 to 5 stable cohort is at or above that of WA public schools.
- 1 student (named in operational planning) to achieve Band 5 in Numeracy (Year 3 Naplan).

| Target | Mean Year 3 Student achievement at or above Like-schools | Mean Year 5 Student achievement at or above Like-schools | Mean Progress from Year 3 to Year 5 at or above Like-schools | 80% of named students meet individual targets |
|-------------|--|--|--|---|
| Mathematics | Achieved | Achieved | Not achieved | Achieved |

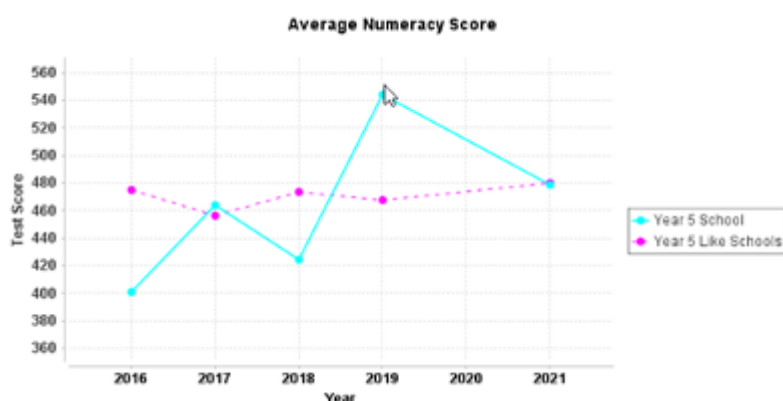
Average Numeracy Score



Mathematics results were disappointing at both Year 3 and Year 5 levels.

Staff consider that relative falls in achievement are due to the changeover from Envision Maths, to Top Ten, and then to Oxford Maths within 3 years.

The loss of consistency, both in scope and sequence and in teaching methods has had a negative impact on student achievement.



Mathematics (continued)

Recommendations for 2022

- Consolidation of the new Oxford maths program in all classrooms
- Continue to focus on the vocabulary of mathematics, problem-solving and fluency with basic facts.
- Continue to identify target students and use individualised assessment and planning to improve performance.
- Introduce Mathletics for extension and remediation in the senior room.
- Continue to extend those working well above year level.
- Continue with timetabled provision for daily individualised learning support, including use of the JEMM program for those missing basic mathematical concepts.
- Provide further professional learning and consolidate implementation of the new Brightpath mathematical assessments to monitor student progress and identify and address weaknesses.



Highlights and Achievements (non-NAPLAN)

STEM, ICT and Digital Technologies

School Development

Students were grouped into P – Year 2, Year 3 – 4, and Year 5 – 6 for Science instruction each week, to make it possible to cover the curriculum more effectively.

Students from P – Year 2 received 55 mins/week of science instruction and students from Year 4 – Year 6 received 100 minutes. Science education during first semester was delivered by a trained science specialist.

All students also received a minimum of 80 minutes dedicated instruction in technologies. This included both strands of the technologies curriculum - digital technologies and design technologies.

Our 1:1 laptops and iPads allowed for the inclusion of digital technologies across the curriculum from Year 1 to Year 6. Some of the iPads were outdated and these were replaced during the year.

Pre-primary students participated in ELLA (French), a national trial of the delivery of foreign language lessons using a digital environment. Older students used the devices for research and the innovative presentation of work.



A student ICT team was created with both senior and junior students who acted as coaches and trouble-shooters across the school.

Year 3-6 learned coding skills during technologies classes. The P&C purchased a media computer and the chaplain ran a media club in which most of the senior class participated, constructing a range of audio-visual presentations. The P&C also purchased a drone and students had many opportunities to fly and experiment with this.

The makerspace continued to be a popular area of the school, attracting students from all year levels. It was open three lunch times per week, sometimes utilised during class time and also used by some students after school. A range of tools were added to make the area more attractive to older boys.

The chaplain ran a series of lunchtime cooking classes for self-nominated students.

The Year 3-6 Joint Schools STEM camp was held at Badgingarra for the first time. The subsequent Showcase Day was held at Coorow.

Above and Beyond Education delivered another neuroscience workshop for students from Years 1 – 6, teachers, and parents. This was very well received and students constantly reference what they have learnt about their brain and how this knowledge helps them to learn more effectively.

A beekeeper visited the school and taught the children about the process of beekeeping, and about the behaviour and bodily processes of bees.



Highlights and Achievements (non-NAPLAN) (continued)

Recommendations for 2022

- Ensure continued excellence of the science program following the departure of the specialist science teacher.
- Continue to use ICT to extend and provide innovative student learning .
- Showcase science and technology learning in school newsletter, on Seesaw and on the school Facebook page.
- Develop and implement a scope and sequence for design technologies.
- Implement the Education Department's Third Party services policy with fidelity.
- Implement a school-wide scope and sequence to ensure coverage of digital technologies skills and understandings.
- Re-invigorate the school garden and participate in citizen-science activities .



HASS

School Development

Students were grouped into P – Year 2, Year 3 – 4, and Year 5 – 6 for HASS instruction each week, to make it possible to cover the curriculum more effectively.

One of the activities at the STEAM camp was specifically developed in order to address elements of the economics and business curriculum as well as science and technologies outcomes.

Recommendations for 2022

- Staff member to undertake moderation activities as organised by the Education Department.
- Continue with class grouping P-2, 3/4, 5/6

The Arts

School Development

Students received specialist music and drama classes. Funding for this was provided in part by the P&C.

The North Midlands Project hosted a range of artists in residence throughout the year, including a photographer, a textile artist, a circus artist, and a vocal and dance troupe as well as several visual artists. Eleven artists in total visited the school, providing a range of artistic experiences for all students.

A local Aboriginal artist visited the school and worked with the students to create a large sand-art installation as part of our NAIDOC celebrations.

Morawa artist Helen Ansell spent a week at the school working with the students to create a mural featuring a magpie. This magnificent artwork was generously funded by the P&C, the North Midlands Project and a bequest from the estate of the late Ernest and Lilah Shenton, whose five children attended the school.

Students attended a Musica Viva performance at Eneabba and Years 2-6 travelled to a performance of The Sleeping Beauty by the WA Ballet at His Majesty's Theatre.

Recommendations for 2022

- Continue to provide specialist music and drama classes.
- Continue to pursue opportunities for arts education through incursions and excursions, particularly those provided locally.
- Purchase ocarinas, rather than recorders, for music education.
- Involve local Aboriginal people in making art with students .



Play-based learning and Physical activity

School Development

Play-based learning is a focus in our Early Childhood classroom, and also extends into our senior grades, because it provides opportunities for children to investigate and practice a range of skills.

Through play, children are able to explore, construct, create, manipulate, pretend, interact and negotiate with others in a safe and supportive environment.

Our children are being taught the skills to be life-long learners, and play-based learning plays a large role in this. Play-based learning includes child-initiated activities, guided discovery, and curriculum games.

All students again participated in jogging club in Terms 2 and 3, and this year the weather allowed jogging club to continue throughout most of term 4.



We again combined with Eneabba Primary School, competing as Hurricanes (green) faction, for the faction swimming and athletics carnivals. The faction swimming carnival was again held at Eneabba pool and the faction athletics carnival at Maley Park. These venues will be rotated in 2022.

The interschool swimming carnival was held at Eneabba and the interschool athletics carnival at Three Springs. Coorow-Eneabba participated as one team wearing black and white, the minor colours of both schools. The P&C have since purchased a set of black and white shirts that the students will wear at future combined interschool events.

Students combined with Eneabba and Perenjori for the winter lightning carnival. They competed in the faction cross-country carnival and the Eneabba Interschool cross country.

Swimming lessons were moved to the last two weeks of the school year. Students received specialist coaching in tennis, athletics, softball, hockey and cricket, as well as football clinics and strong improvements could be seen in their skills.

Students from Years 1-6 climbed Mt Lesueur, accompanied by rangers from the Department of Parks and Wildlife.

All students from Pre-Primary to Year 6 again enjoyed a bush picnic at the Coorow Community Farm, complete with campfire.



Recommendations for 2022

- Reduce Wheels at School to twice per year but provide more accompanying activities that increase opportunities for road-safety education.
- Maintain open-ended, student directed outdoor activities.

Health and Wellbeing

School Development

The school chaplain employed at the end of 2020 worked two and a half days each week and co-ordinated wellbeing activities across the school, as well as providing individualised support for students and parents who requested it.

The Wellbeing Calendar, a weekly program addressing mental health and social skills was introduced. Year 2-6 students attended a targeted wellbeing class each week, as well as completing Wellbeing Calendar activities incidentally in the classroom.

Kindy, Pre-Primary and Year 1 students had in-class time to address the week's focus.

The Year 6 Interschool Health and Leadership camp was held at Maley Park.

This event brought together over 30 students from five schools for a three day camp, including leadership activities, alcohol and drug education, puberty education, relationship education provided by Desert Blue Connect, preparation for transition to high school, and a challenging 7.1km walk at Mt Lesueur National Park.

This camp was strongly supported by the Shire of Coorow.

A semi-formal luncheon was again held to provide Year 6 students with an opportunity to chat and ask questions to help ease their anxieties about transition to high school.



All students again participated in the Protective Behaviours course, and the SDERA Challenges and Choices program was used throughout the school to meet health curriculum outcomes.

Growth mindset continued to be a focus throughout the school.

A Constable Care visit reinforced messages of consent and online safety for older students and taught younger students how and when to call 000 in case of emergency.



Regular formal and informal assessments of student wellbeing included playground and classroom observations and surveys, as well as participation in the Australian Early Development Census and the Wellbeing and Engagement Census (WEC).

These assessments are to provide insight into the strengths and needs of our students and help us in planning to develop the skills, attitudes and resources they will need as they grow and develop. WEC results showed further improvements in students' happiness, resilience and connectedness over the past twelve months and confirmed that we are implementing effective responses to meet student needs.

The school commenced the process of planning for accreditation as a SDERA CHAT (Changing Health, Acting Together) Silver School. The focus for this will be drug education, as we qualified for the Bronze CHAT award in 2019 with a focus on road safety.

The school completed a three year journey towards National Quality Standard (NQS) accreditation. The NQS sets a benchmark for a high standard of care and education in early childhood. Staff now consider that we are meeting all standards across the school and we are awaiting the accreditation visit from NQS staff.

Health and Wellbeing (continued)

Teachers ensured timely referral of students to the occupational and speech therapists at the WA County Health Services. Termly clinics by the therapists were supplemented by weekly visits from a therapy assistant, and daily in-school activities were facilitated by education assistants.

The therapy assistant again facilitated a special occupational therapy group for all kindergarten students to help ensure that they were equipped with age-appropriate skills for learning. Facilities were also provided to the families of children not yet school age who needed to access the Allied Health Services.

The Positive Parenting Program was delivered by the school psychologist but, unfortunately, two sessions were not attended by any parents.

Students participated in painting a blue tree and decorating windmills as part of the Shire of Coorow's community wellbeing program.

Recommendations for 2022

- Commence work towards achievement of SDERA silver award.
- Increase families' and students' participation in the planning of the Health Education program.
- Improved communication with families about school Health Education topics and how to support this learning at home.
- Provide the Positive Parenting Program at a time more suitable for parents.
- Continue with class grouping P-2, 3/4, 5/6



Other Highlights of 2021

- Daryl Dalgetty's visit for NAIDOC week
- Tree planting with the Shire of Coorow
- Carnamah District High Schools Joint Schools Days
- Celebrations for students who achieved 200 nights of home reading
- Development of a meaningful student leadership team

School Board

| | |
|----------------------------------|--|
| Board Chair: | Luhan van den Heever |
| Secretary/Parent Representative: | Hannah Smyth |
| Parent Representatives: | Simon Meyer, Luhan van den Heever, Elly-Mae Curley, Emma Cullen |
| P&C Representative: | Jess Bean |
| Shire Representative: | Kelvin Bean |
| Staff Representative: | Mary-Louise Morcombe |
| Principal: | Jancy Whyte |

P&C

| | |
|------------|---|
| President: | Jess Bean |
| Secretary: | Emma Cullen |
| Treasurer: | Shannon Meyer |
| Members: | George Parnham, Christel Van Den Heever, Luhan Van den Heever, Hannah Smyth, Phil Smyth, Simon Meyer, Tom Cullen, Flora Danielzik, Wade Parker, Lauren Thorburn, Caroline Hirt, Callum Scott. |

The P&C provided exceptional support for the school throughout 2021, and on behalf of all staff and students, I thank them for this.

Their support included the purchase of library books, the media computer and the drone, a weather vane for the cubby house, contributions towards the cost of the mural and the music and drama lessons, black and white shirts for interschool carnivals, a significant contribution to the cost of the new eBoard, the provision of graduation gifts and organisation of the graduation dinner. Containers for Change was a major fundraiser.

Year 6 Student Awards

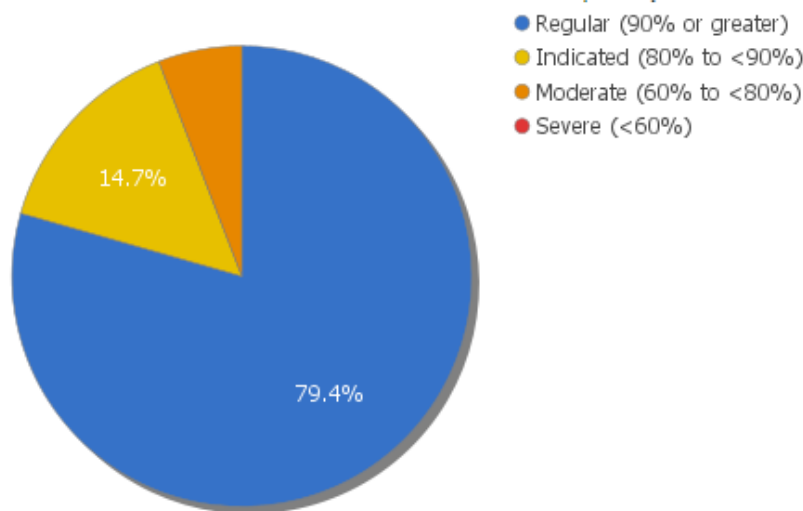
This year's awardees were:

| | |
|-------------------------------|---|
| <i>Academic award:</i> | Dylan Millstead |
| <i>RSL Citizenship Award:</i> | Ella Parnham Samuel Cullen (joint recipients) |
| <i>Sportsmanship Award:</i> | Toby Passamani |



Student Attendance

| | Non-Aboriginal | | | Aboriginal | | | Total | | |
|------|----------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 2018 | 95.3% | 93% | 93.7% | 89.6% | 86.1% | 80.8% | 94% | 92.4% | 92.6% |
| 2019 | 94.8% | 91.4% | 92.7% | 82.4% | 81.9% | 79.5% | 92.1% | 90.3% | 91.6% |
| 2021 | 93.8% | 92.1% | 92.4% | 91.0% | 84.3% | 76.8% | 93.2% | 91.7% | 91.0% |



Attendance rates during 2021 were satisfactory, with an attendance rate of 93.2%. This compares favourably with attendance rates both in like schools and across the state.

However, statewide, the overall attendance rate has been affected by the necessity of ensuring that all children with even mild Covid-like symptoms remain at home. Several local outbreaks of gastro-enteritis have also affected our attendance data, particularly in Kindergarten and Pre-Primary.

The school's revised attendance plan has been implemented and improvements in several areas have resulted:

- In Semester 1, the school received the Department of Education's *Making a Difference Award* for improvements in attendance, increasing the attendance of Aboriginal students by over 25%. All Aboriginal students achieved regular attendance of over 85%, and most maintained this during Semester 2.
- It has been pleasing to see that the number of unauthorised and unexplained absences for all students has decreased from nearly 40% to 25% as the result of regular follow-up of all absences, by telephone, SMS and note, and through efforts to educate families of the importance of regular attendance. However, the majority of unauthorised absences were still unexplained and the school will continue improvement efforts in this area. Attendance every day is important, and frequent absences affect the academic and social development of students.

Destination schools – Year 7, 2021

Central Midlands Senior High School – 2 students
Non-government high school – 5 students

School Opinion Surveys

School opinion survey data will be reported in the 2022 Annual Report.

A Thank You to our School Community

The school is highly appreciative of all the support that was received from the P&C, the Shire of Coorow, and many groups, businesses and individuals from our community throughout the year. The assistance that we received enhanced our learning programs and our facilities, and allowed us to offer opportunities to our students that would not have otherwise been possible.



Progress towards school targets 2021

Target achieved

Target in progress

Target stalled

Priority 1 – Build Upon Achievement to Increase Individual Performance

| Targets | Evaluation |
|--|---|
| 1.1 Ensure effective implementation of WA curriculum in all classrooms | <ul style="list-style-type: none"> • Slow uptake of English Operational Plan • Planning improvements required in Technologies, esp. Design Tech |
| 1.2 Ensure effective assessment of student achievement across the curriculum | |
| 1.3 Use assessment data to provide for the academic needs of students | |
| 1.4 Implement evidence-based age-appropriate, targeted programs in literacy and numeracy | |
| 1.5 Optimise outcomes for Aboriginal students | |
| 1.6 Support students to become confident and adaptive users of technologies | |
| 1.7 Continue to strengthen Early Childhood Education to ensure the best possible start to students' learning journey | |

Priority 2 – A Commitment to High Quality Teaching

| | |
|---|--|
| 2.1 Ensure teachers receive useful feedback about their performance | |
| 2.2 Targeted professional learning using current educational research to improve student achievement. | |
| 2.3 Develop staff capability for effective teaching of Aboriginal students | |
| 2.4 Teachers share expertise and new knowledge in order to support student outcomes | |

Priority 3 – An Environment of High Care and Wellbeing

| | |
|---|---|
| 3.1 Ensure that children's needs are met across the 5 domains of learning: physical, social, emotional, academic and creative | |
| 3.2 Establish collaborative relationships between staff and Aboriginal parents and community members | <ul style="list-style-type: none"> • Continue to invite and encourage greater participation by Aboriginal community members in planning and delivering school events |

| | |
|---|--|
| 3.3 Deliver high quality evidence-based practices in Health Education | |
| 3.4 Support families to promote the good health and well-being of children | |
| 3.5 Promote regular attendance to ensure optimal learning opportunities | |
| Priority 4 – A Strong Commitment to Community Partnerships | |
| 4.1 Maintain regular and open communication with the school and wider community | |
| 4.2 Maintain and strengthen the relationship between the school and parents | |
| 4.3 Public acknowledgement of the important contributions the community makes in support of the school | |
| 4.4 Recognise and celebrate our community's diverse cultures and lifestyles | |
| 4.5 Encourage our students to be active members of the community | |
| 4.6 Work closely with the P&C | |
| 4.7 Foster positive participation, communication and interaction between the school, Aboriginal students, their parents and families, and the local Aboriginal community. | |
| 4.8 Active participation in our local network of schools | |
| 4.9 Build partnerships with local schools | |
| Priority 5 – Development Of High Quality Leadership | |
| 5.1 Foster the development of leadership skills in our senior students | |
| 5.2 Develop a culture of distributed leadership where staff identify and take on a variety of leadership roles | |
| 5.3 Ensure a high standard of educational leadership & financial governance | |
| 5.4 Facilitate the development of a school board that is representative of our community and strongly engaged in school planning | |

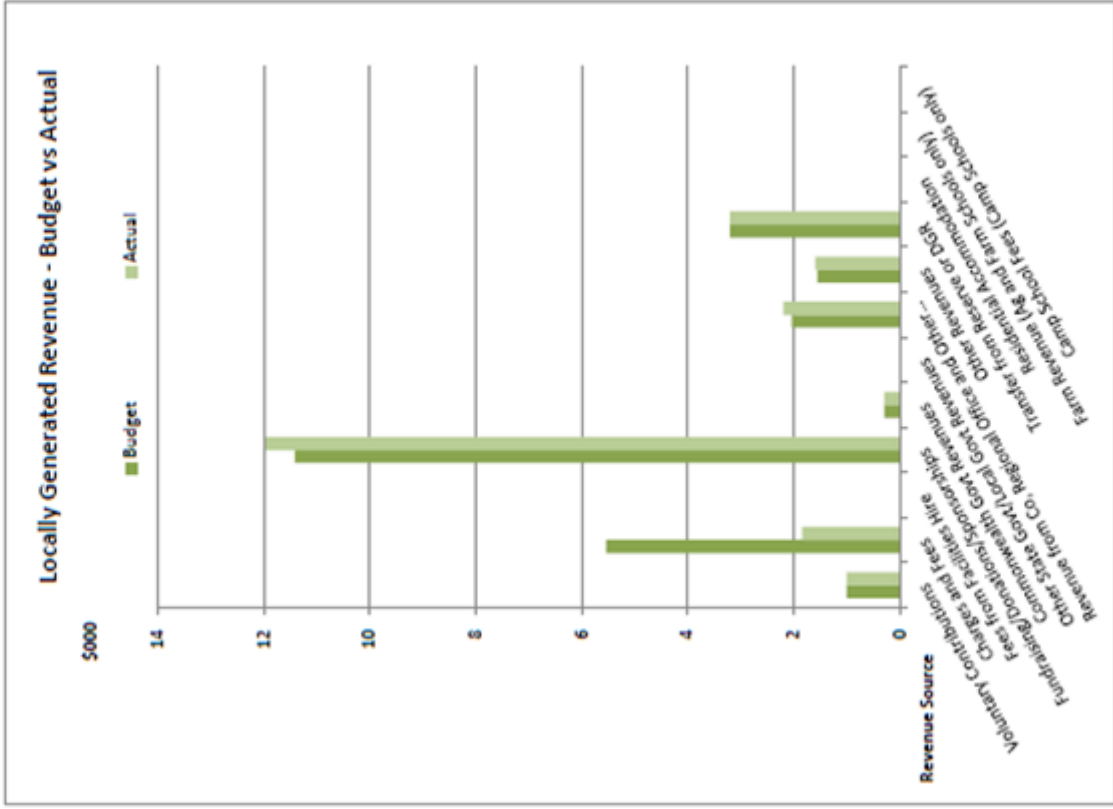
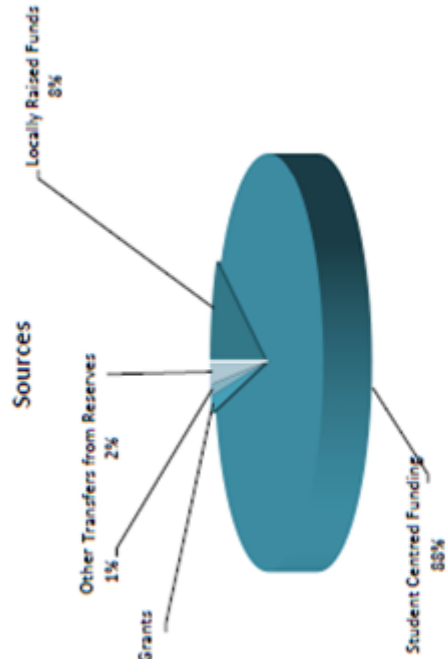


Coorow Primary School

Financial Summary as at 31 December 2021

| Revenue - Cash & Salary Allocation | | Budget | Actual |
|------------------------------------|--|----------------------|----------------------|
| 1 | Voluntary Contributions | \$ 1,000.00 | \$ 1,000.00 |
| 2 | Charges and Fees | \$ 5,533.00 | \$ 1,839.00 |
| 3 | Fees from Facilities Hire | \$ - | \$ - |
| 4 | Fundraising/Donations/Sponsorships | \$ 11,406.00 | \$ 11,956.38 |
| 5 | Commonwealth Govt Revenues | \$ 286.00 | \$ 285.57 |
| 6 | Other State Govt/Local Govt Revenues | \$ - | \$ - |
| 7 | Revenue from Co, Regional Office and Other Schools | \$ 2,031.00 | \$ 2,189.08 |
| 8 | Other Revenues | \$ 1,551.00 | \$ 1,588.06 |
| 9 | Transfer from Reserve or DGR | \$ 3,200.00 | \$ 3,200.00 |
| 10 | Residential Accommodation | \$ - | \$ - |
| 11 | Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 | Camp School Fees (Camp Schools only) | \$ - | \$ - |
| | Total Locally Raised Funds | \$ 25,007.00 | \$ 22,058.09 |
| | Opening Balance | \$ 49,926.00 | \$ 49,925.65 |
| | Student Centred Funding | \$ 142,110.90 | \$ 168,121.10 |
| | Total Cash Funds Available | \$ 217,043.90 | \$ 240,104.84 |
| | Total Salary Allocation | \$ - | \$ - |
| | Total Funds Available | \$ 217,043.90 | \$ 240,104.84 |

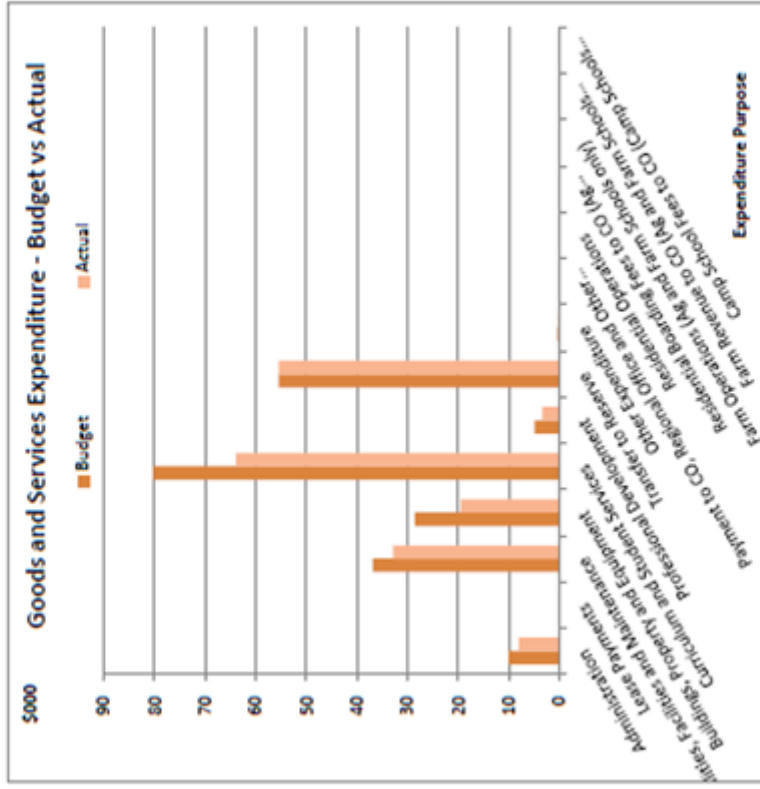
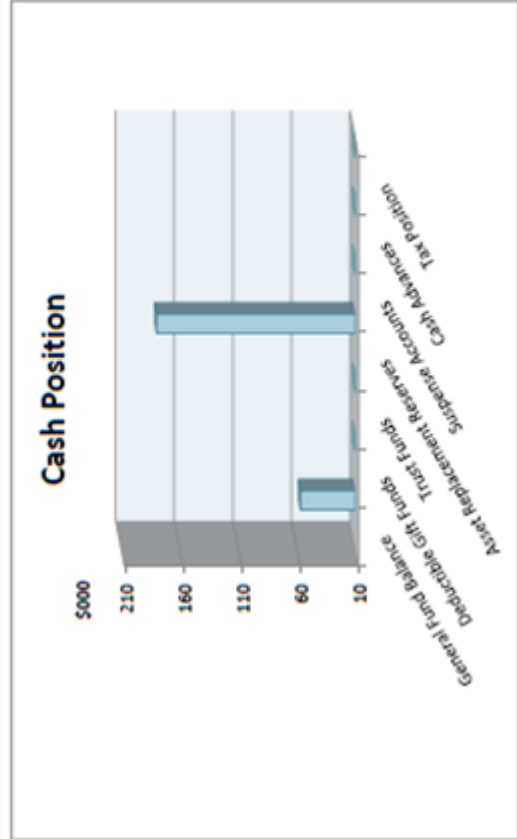
Current Year Actual Cash Sources





Coorow Primary School Financial Summary as at 31 December 2021

| Expenditure - Cash and Salary | Budget | Actual |
|---|----------------------|----------------------|
| 1 Administration | \$ 9,985.00 | \$ 8,006.17 |
| 2 Lease Payments | \$ - | \$ - |
| 3 Utilities, Facilities and Maintenance | \$ 36,850.00 | \$ 32,801.49 |
| 4 Buildings, Property and Equipment | \$ 28,469.00 | \$ 19,428.61 |
| 5 Curriculum and Student Services | \$ 80,241.21 | \$ 63,925.60 |
| 6 Professional Development | \$ 4,896.00 | \$ 3,345.17 |
| 7 Transfer to Reserve | \$ 55,500.00 | \$ 55,500.00 |
| 8 Other Expenditure | \$ 320.00 | \$ 222.39 |
| 9 Payment to CO, Regional Office and Other Schools | \$ - | \$ - |
| 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 | \$ 216,261.21 | \$ 183,229.43 |
| Total Forecast Salary Expenditure | \$ - | \$ - |
| Total Expenditure | \$ 216,261.21 | \$ 183,229.43 |
| Cash Budget Variance | \$ 782.69 | |



| | |
|------------------------------|----------------------|
| Cash Position as at: | |
| Bank Balance | \$ 234,521.13 |
| Made up of: | |
| 1 General Fund Balance | \$ 56,875.41 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 179,773.72 |
| 5 Suspense Accounts | \$ (1,155.00) |
| 6 Cash Advances | \$ - |
| 7 Tax Position | \$ (973.00) |
| Total Bank Balance | \$ 234,521.13 |

Financial Summary

There were no adverse findings in the management of finances in 2021.

The 2021 Annual School Report has been discussed and endorsed by the school staff and the Coorow Primary School Board.

Principal: _____

Date: _____

Chairperson: _____

Date: _____

