HIGHLIGHTS OF THE 2012 SCHOOL YEAR

• Health/Physical Education programs now supported by specialist teacher.
• Our school selected to host the 'Celebration of Bluearth in WA schools. Present were the Minister of Education, Bluearth executives and the Director of Shell Australia, the major sponsors of the Bluearth Program and 40 educationalists. Part of the celebrations included a demonstration of Bluearth.

Environmental Education
• Whiteman Park excursion
• Recycling/Art project
• KAPOW enrichment group established.
• KAPOW group presentation at the Melbourne Water Conference 14-16 Oct.
• Science Activity Days 7-8 Nov.
• Excursion to Landsdale Farm and the Zoo
• Excursion to Riverside Gardens for “Ribbons of Blue” program.

Pastoral Care
• Student Leadership Program with mentor ‘Q’.
• Introduction of the Buzz Rangers program and fun activities for students at lunchtime

ICT
• ICT Infrastructure upgraded, including installation of WiFi
• IWB installed in health and PE room.
• Creation of three new Computer labs in Year 2-6 Learning Areas.

The Arts
• Edudance Performance-‘An Evening at Weld Square’
• African Drumming Incursion
• The Perth Ballet and Dance Incursion.
• Mentor Performance program and excursion to local aged care facility.

Facilities
• The new web playground, fitness stations around the oval and development of a concept plan for Early Childhood outdoor playground area.

Learning and Growing at Weld Square Primary School

Welcome to the 2012 Weld Square PS Annual Report

Our Report contains a range of information regarding our school performance and additional information and data required to meet Federal Reporting Requirements.

Weld Square Primary School is a successful small local public school which recognises the importance of all students striving to achieve their potential through learning programs that encourage academic excellence in all learning areas. This is achieved through extension programs, incursions, excursions and a range of learning opportunities including science, physical education, Mandarin language, library and information technology.

The school’s success has been supported by a P&C which is actively involved in providing a range of services including uniform shop, catering at special functions and “busy bees” to develop the school grounds. Fundraising activities have provided additional funding which have assisted in purchasing a range of student and teacher resources including; reading books, computers, sports equipment and early childhood materials as well as new playground equipment.

The School Council has reviewed school policies, school contributions, finances and our school plan.

I trust that parents find our Annual Report informative and gives them confidence in our school program.

Glen Cookson
Principal

Above: Head Boy and Head Girl with MLA Ian Britza, the Premier Colin Barnett and Principal Glen Cookson
Left: Mr Peter Lorbeer (Shell Australia), Paull Jeffrey (Bluearth Foundation) and the Honourable Peter Collier, MLA, Minister for Education.
Though the eastern part of the suburb of Morley, is the main feeder area for our school, more than 50% of our families live outside the local intake area and have either chosen our school because it is a small local school or have preferred to stay once they have left the area. The quality and diversity of our school program, modern facilities, quality resources and excellent standard of teaching support the positive public perception of our school.

The School's motto, 'Loyalty, Friendship, Respect and Excellence,' is reflected in the curriculum offered and values the development of the whole child. Our learning programs are designed to cater for the learning styles, talents and needs of our students. In addition to the basic curriculum, special programs are provided in Music, Health and Physical Education (Bluearth and Protective Behaviours), Information Communication Technology, Mandarin and Library studies. The Virtues Program underpins all pastoral care programs including behaviour management, student leadership and peer mediation programs. The School has an active Chaplaincy program available to all members of our school community.

The families at our school come from diverse cultural backgrounds with 37% having English as a second (sometimes even 3rd or 4th) language. Our school is enriched by the many nationalities and we celebrate many of the traditions and events as part of our school program. All parents are welcomed at our school at all times and play an important role in school activities.

Many families place a high priority on the importance of quality schooling. Their commitment is evident in the preparedness of students, payment of contributions, involvement in school events and commitment to P&C and School Council. Parent support and involvement is seen as a powerful element which strengthens and enhances the success and achievements of our students and staff.

RESULTS OF 2012 PARENT SURVEYS: PERCEPTION OF SCHOOL PROGRAMS

The school conducts an extensive biannual survey to review parent, student and teacher perception and satisfaction with the school.

The 2012 Survey results (Parent Survey: Surveying the Key Outcomes by EasyMark) were posted on the Community Noticeboard.

Surveyed as strong, almost unanimous support. (From parent surveys.)
✓ This school encourages a sense of pride in achievement and a sense of self worth.
✓ My child enjoys being at school.
✓ This school’s staff are approachable and are willing to talk about my child’s progress.
✓ Mathletics has helped improve my child’s numeracy skills.
✓ The Virtues program is a worthwhile program for our students.
✓ The Virtues program is an effective way to teach positive values.
✓ Teachers have access to, and effectively use, new technology (e.g. Interactive Whiteboard).

2012 Exit Surveys

Without exception all surveys and feedback were complimentary and positive towards the school’s program and efforts of staff. Reasons given for leaving included moving house and wanting a ‘private education’.

An Evening at Weld Square Primary School—included Edudance Performance

Feedback was from parents was overwhelmingly positive. Comments centred on the fact that every student participated, in every year from pre-primary to Yr 7 with great enthusiasm and energy. The Prior to the performance evening students had participated in a nine week program of dance lessons as part of the Arts program. The program was a resounding success with the students which was reflected in the high standard of their performances. The P&C also supported the evening by providing food and refreshments for the members of the school community.

Student Services

The Student Services team which includes the Learning Support Coordinator, school psychologist and school chaplaincy work alongside teaching staff to support the academic and social and emotional needs of our students. Where necessary, case conferences where parents, the Student Services team, classroom teachers and other outside agencies meet to discuss the needs and formulate strategies to help progress the student. Often as a result of these case conferences individual education plans or behaviour are developed to address the needs of the student concerned. Based on referrals made by the Speech Therapist funded by the school for Kindergarten and Pre-primary several students have been accepted to the Language Development Centre in 2013. Support was also given to English as an Additional Language students with a teacher appointed from school funds. Individual education plans for special needs students are reviewed on a regular basis.
PROGRESS IN IDENTIFIED PRIORITY AREAS

NAPLAN in Brief
Results above expected levels in Year 3 Grammar and Punctuation and Year 7 Spelling. At expected level in all other areas except Year 5 Numeracy. It must be noted that there was an improvement in Yr 5 Numeracy in 2012. Focus teaching targeting areas of concern, in year levels prior to Year 5 will continue to see the improvement. The school achieved above or at expected levels for 14 out of the 15 performance areas tested.

Whole school planning in Literacy and Numeracy will continue. Specific areas for focused teaching have been identified and will be included in Operational Plans for 2012. Targeted students will continue to be identified and their progress subject to ongoing review. Mathletics will be used to individualise programs for students. From 2013 the teachers will plan utilising the Australian Curriculum in Mathematics and English. Generally the expected achievement standards in most year levels are higher. Implementing the Australian Curriculum in these learning areas will raise the expected outcomes of the students and increase achievements levels.

In 2012: 16 Year 3 students; 23 Year 5 students and 15 Year 7 students were eligible for NAPLAN testing.

We have identified areas requiring further development: Reading and Numeracy throughout all Yr levels from K-7. Our school plan for 2013 is targeting students identified program for students to support improvements.

*Caution is urged when considering the results due to the cohort low. One or two students not answering questions and receiving well below expected results can result in a significant impact on cohort mean scores.

WAMSE Review: Science and Society and Environment
Each year, W.A. students in Years 5 and 7 are assessed in Science and Society and Environment.
Our results in 2012 indicated that there was a marked increase in the number of students achieving at or above the expected level. The year 5 results were very pleasing in both learning areas.
Professional development, improved resources, access to materials and increased Science teaching time will continue to support student progress.
A partnership with BHP scientist Carolina Jofre Pinto, has been established. The scientist acts as mentor, role model and inspiration for our school community, providing us and them with access to new ideas and fresh perspectives in science. In turn, we will help scientists see their work from a new angle and stay engaged with the public perception of their work.

Destination Schools for 2013 for 2012 Year 7 students:
John Forrest SC: 12
Morley Senior High School: 3
Ballajura Community College: 2
Hampton Senior High School: 1

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Professional Engagement and Development of Staff

Teaching and Support Staff have engaged in a minimum of 8 days professional learning which took place on School Development Days, during after school sessions and during the school day. The work is aimed at supporting our School Plan focus areas, improving the quality of teaching and ultimately the levels of achievement of all students. This year there was the additional focus on developing understandings and becoming familiar with the Australian Curriculum. In term 3 a mentor teacher was deployed to support teachers in forming collaborative partnerships aimed specifically at teachers collaborating to improve their teaching skills set. Approximately $45,570.00 was spent on Professional Learning which included course/presenter fees, teacher/assistant relief days, resource materials and related expenses such as teacher relief days for learning coordinators to prepare presentation of professional learning directly related to school planning.