



Weld Square is committed to teaching and learning excellence within a supportive and inclusive community. We believe all children can be successful learners and will inspire them to be confident and creative individuals as well as active and informed citizens.

Weld Square Primary School

Annual Report 2021

Contents

School Overview	4
Teacher Professional Development	5
Student Numbers and Attendance Data	5
Destination Schools	6
Financial Management Data	7
School Highlights	9
English	11
Mathematics	13
Science, ICT and Digital Technologies	15
Health and Physical Education	16
Humanities and Social Sciences	16
Languages – Chinese	16
The Arts	17
Student, Parent and Staff Surveys	18
School Improvement Plans	19

Welcome

Welcome to the Weld Square Primary School 2021 Annual Report. The Annual Report provides parents and the wider community with information about our school, the learning programs we offer and the performance of the student population. The report identifies our many successes and achievements, as well as areas for improvement. The report is made up of:

Section One – School Overview

This section of the report provides information about school context, our students, the staff and the curriculum we offer. Data is also included on a range of operational matters such as attendance, student destinations and enrolment trends.

Section Two – Learning Area Reports

This section of the report provides information about students' academic performance in the 2021 school year in individual learning areas.

Section Three – School Improvement Plans

The final section of the report provides information about the strategies and actions the school will take in 2022 to improve the students' achievements and enhance the school's effectiveness.

Thank you for taking the time to peruse this report.

Asher Dragun

Asher Dragun,

Principal

Our Vision

Weld Square is committed to teaching and learning excellence within a supportive and inclusive community. We believe all children can be successful learners and will inspire them to be confident and creative individuals as well as active and informed citizens.

Our beliefs about teaching and learning, and the environment in which it occurs:



School Overview

Established in 1970, Weld Square Primary School is a small public school located in the eastern metropolitan suburb of Morley. Wide ranges of learning opportunities are offered in a positive, caring and professional environment. The School has a culturally diverse population reflecting contemporary Australia with over fifty percent of students having English as an additional language or dialect. The School has students enrolled from well over 20 different language backgrounds including Vietnamese, Tagalog, Filipino, Arabic and Portuguese. Students are catered for using the EALD Guidelines which outline our commitment to meeting the linguistic, social and emotional needs of our EALD students.



Our school has wonderful facilities including six double sized classrooms. We also have a LOTE, Science and Music Room. All rooms are air-conditioned and have Wi-Fi internet access with class sets of iPads and laptop computers. All rooms have interactive whiteboards. The school also has a large Covered Assembly Area and a carpeted Hall.

Our school offers a comprehensive curriculum centred on the Western Australian Curriculum in all learning areas. We offer specialist programs in Mandarin, Music and Physical Education. Additionally, senior students participate in the River Rangers Cadet Program, an opportunity for them to learn about, and impact positively on, the natural local environment.

The school has a dedicated Student Services team composed of the Associate Principal, School Psychologist, and School Chaplain. Together they work alongside teaching staff and parents to support the academic, social and emotional needs of our students under the Weld Square SAER Guidelines.

Our School Council reviews and affirms Weld Square Primary School's strategic directions and improvement agendas. Our Council includes three parent representatives, two staff representatives, the Principal and one community representative. Weld Square Primary School is also supported by a dynamic and engaged Parent and Citizen's Association. Members of the P & C are dedicated to serving the School through a range of activities such as 'Busy Bees' around the school grounds, running the uniform shop, playgroup, fundraising and promoting events within the parent body.

Teacher Professional Development

All teaching staff met the professional requirements to teach in Western Australian public schools and participated in well over 1500 hours of professional learning to ensure their practice remains current and reflects best practice in their field. Specific areas of focus include:

- Peer observations
- Effective utilisation of Education Assistants
- Aboriginal Cultural Standards Framework
- Cars and Stars Reading Comprehension
- St John First Aid for Mental Health
- Be You – mentally healthy communities
- Zones of Regulation
- Recordkeeping Awareness Training
- SAM-R Model (ICT)
- Success for students with ADHD
- NAPLAN Online – Interpreting Data

Student Numbers

In 2021 there were 145 students from Kindergarten to Year 6. This was a decline from 2020 where we enrolled 154 students. The decline is attributed to the impact of border closures associated with COVID-19. The school continues to promote itself within the community through on-site Playgroup, special events and social media channels.

Student Attendance Data

2021 Semester One Attendance Data

Year Level	Regular Attendance(>90%)	At Risk (80-89%)	Moderate At Risk (60-79%)	Severe At Risk (<60%)
P	54 %	31%	12%	4%
1	82%	14%	5%	0%
2	92%	0%	8%	0%
3	73%	13%	7%	7%
4	81%	5%	14%	0%
5	65%	20%	10%	5%
6	42%	38%	4%	17%

Whole School Attendance Data

Year	Regular Attendance(>90%)		At Risk (80-89%)		Moderate At Risk (60-79%)		Severe At Risk (<60%)	
	School	WA Av.	School	WA Av.	School	WA Av.	School	WA. Av
Semester 1 2021	67.4%	71%	19.1%	19%	8.5%	7%	5%	3%
Semester 1 2019	71%	74.4%	20.6%	19.3%	8.4%	5.2%	0%	2%
Semester 1 2018	74.8%	77%	13.7%	15%	7.2%	6%	4.3%	2%



The attendance data represents Semester One of each year. The 2021 attendance rates show a sharp decline from previous years however 2020 data was not released due to the impact of COVID-19 on school operations. As 2021 data continued to be adversely affected by COVID-19, it is not comparable to previous years. It is interesting to note some year levels are more impacted than others. We will continue to promote regular attendance in our school community via our media channels where appropriate.

Destinations Schools

2022 Destination School	Number of Students
Hampton Senior High School	4
John Forrest Secondary College	7
Morley Senior High School	5
Mt Lawley Senior High School	3
Governor Stirling Senior High School	1

One hundred percent of exiting students will attend local public high schools and 50% of Year Six students were successful in achieving entrance into specialist programs.

Financial Management Data

The total revenue in 2021 was \$416 795.32 with a rollover of \$90 150.71 from the previous year. Student Centred Funding made up 75% of our cash budget, with another 18% of our cash revenue coming from locally raised funds.

The Voluntary Contributions in 2021 were set at \$60 per child, the maximum allowable under the School Education Act 1999. There was a significant increase in in payment in 2021, almost a 20% rise. Thank you to all parents who paid the voluntary contributions. They were spent on resources for curriculum areas prioritised in our school plan.



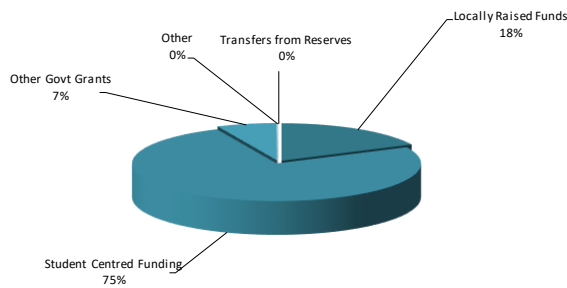
Year	Percentage Paid	Revenue Collected
2021	57.48%	\$5035
2020	38.67%	\$3480
2019	61.75%	\$5409.50
2018	69.90%	\$6249

Expenditure, as reported in the Financial Summary on page eight, indicates the biggest spending on Curriculum and Student Services, followed by Utilities, Facilities and Maintenance.

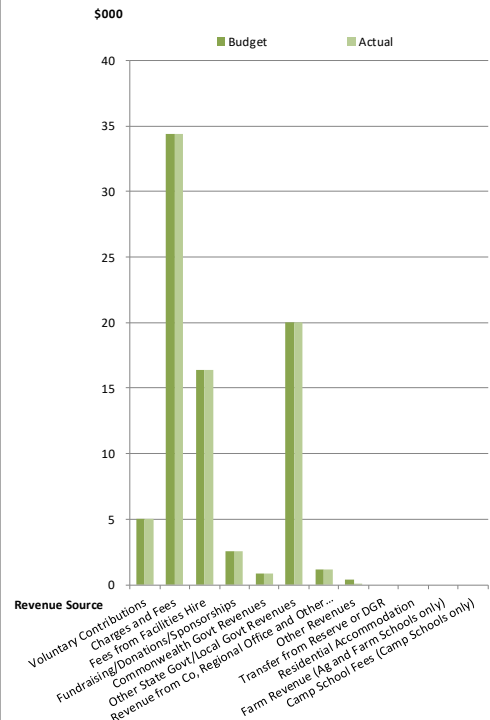
Weld Square PS
Financial Summary as at
31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 5,035.00	\$ 5,035.00
2	Charges and Fees	\$ 34,398.55	\$ 34,398.74
3	Fees from Facilities Hire	\$ 16,365.00	\$ 16,364.55
4	Fundraising/Donations/Sponsorships	\$ 2,527.17	\$ 2,527.17
5	Commonwealth Govt Revenues	\$ 857.00	\$ 856.71
6	Other State Govt/Local Govt Revenues	\$ 20,000.00	\$ 20,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 1,200.00	\$ 1,200.00
8	Other Revenues	\$ 417.00	\$ 114.54
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 80,799.72	\$ 80,496.71
	Opening Balance	\$ 90,150.71	\$ 90,150.71
	Student Centred Funding	\$ 245,844.89	\$ 245,844.89
	Total Cash Funds Available	\$ 416,795.32	\$ 416,492.31
	Total Salary Allocation	\$ 1,714,123.00	\$ 1,714,123.00
	Total Funds Available	\$ 2,130,918.32	\$ 2,130,615.31

Current Year Actual Cash Sources

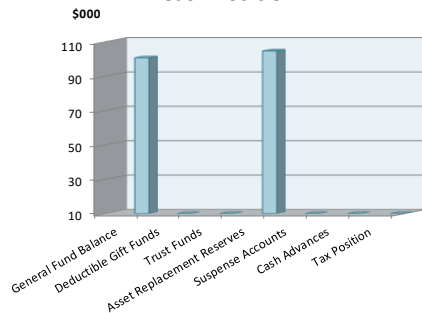


Locally Generated Revenue - Budget vs Actual

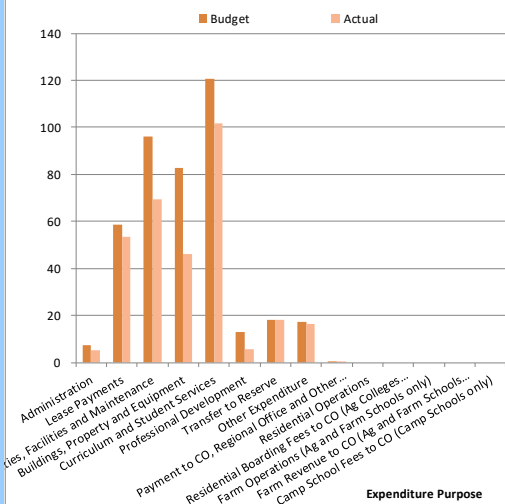


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 7,505.00	\$ 5,234.29
2	Lease Payments	\$ 58,419.00	\$ 53,401.09
3	Utilities, Facilities and Maintenance	\$ 95,994.77	\$ 69,177.82
4	Buildings, Property and Equipment	\$ 82,908.00	\$ 46,208.52
5	Curriculum and Student Services	\$ 120,662.81	\$ 101,775.84
6	Professional Development	\$ 12,922.22	\$ 5,402.26
7	Transfer to Reserve	\$ 18,000.00	\$ 18,000.00
8	Other Expenditure	\$ 17,334.51	\$ 16,513.47
9	Payment to CO, Regional Office and Other Schools	\$ 200.00	\$ 200.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 413,946.31	\$ 315,913.29
	Total Forecast Salary Expenditure	\$ 1,550,565.00	\$ 1,550,565.00
	Total Expenditure	\$ 1,964,511.31	\$ 1,866,478.29
	Cash Budget Variance	\$ 2,849.01	

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 204,194.55
Made up of:	
1 General Fund Balance	\$ 100,579.02
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 104,522.58
5 Suspense Accounts	\$ 237.95
6 Cash Advances	\$ -
7 Tax Position	\$ (1,145.00)
Total Bank Balance	\$ 204,194.55

School Highlights 2021

2021 was another difficult and disruptive year for Weld Square Primary School with the global pandemic of COVID-19, however we continued our focus on maintaining a safe learning environment for the students and achieved much to celebrate. The school community banded together once again, demonstrating what makes Weld Square such a special place to be.



The school maintained its focus on the vision and goals outlined in the Strategic Plan 2020-2022. In the third year of the plan, the improvement outcomes of; quality teaching and learning, leadership in sustainability and conservation, supporting student well-being, safety, and positive relationships, and creating an inclusive and connected community remained pivotal to our agenda.

Our students achieved stable results in their academic performance in 2021. Students in Pre-primary through to Year Six completed the Progressive Assessment Test – Reading, Spelling, Science and Numeracy in Term Four. Reading results (Yr 1-6) demonstrate student achievement above the Australian median in all year levels bar Year 1 and Year 5. All year levels maintained or outperformed 2020

cohorts except Year 5. The Spelling results (Year 3-6) were above the Australian median at all year levels, exceeding the expected growth in Year 3 and 4 and maintaining results well above at Year 5 and 6. The Mathematics results (PP-Yr 6) demonstrated student achievement above the Australian median in all year levels bar Year 1 and Year 6. All year levels maintained or outperformed 2020 cohorts except Year 1. The Science results (Year 3-6) were above the Australian median at all year levels except Year 5 which was slightly below. Student achievement in 2021 NAPLAN was positive with high progress and high achievement being recorded in all test areas from Year 3 to 5 except for reading which demonstrated low progress and high achievement.

Our school supported identified tier three students through the implementation of MultiLit Reading Tutor Program and small group remedial work in literacy and numeracy under teacher direction. Both these programs were seen to add value to student results. The School Chaplain continued to provide services to students and families, working with individuals, small groups and classes at point of need. Tier three and chaplaincy programs will continue into 2022, with tier two students being supported in class via the teacher.

Playgroup, run by the parents with support from the Midvale Parenting Hub and Playgroup Australia, continued in 2021. The program was well-received in the community and regularly saw up to 20 children attending each week. It was of support to our EALD families, providing links with the local community. Being located in the Kindy Room enabled a positive transition from home to school when the children started Kindy at the start of 2022.

The River Ranger Cadets continued in 2021 with after-school activities on Mondays. The students continued to learn about the environment and how they can contribute to its conservation. Recycling practices remained a focus and the school began its own Containers for Change collection. The students engaged in night walks in our own bushland and made bat boxes for the native wildlife. The students continued learning about the Noongar Six Seasons, continuing with the creation of a six seasons garden outside of LA10. The students attended a leadership camp at the beginning of the year at Point Walter Recreational Campsite, providing the opportunity for the children to work together as a team, create leadership prospects and learn about the environment.

The Arts continued to be an important focus at Weld Square Primary School and a highlight was our Annual Arts Evening in Term Three, especially as it was our first major community event in quite some time. Students participated in dance lessons, culminating in the concert performance. Students also created pieces of artwork to display on the evening and all classes were open for viewing by the parents. The P&C ran food stalls which were highly successful. The choir also performed at the Massed Choir Festival in Term Three and we were very proud to cheer for our own soloist, Jade.

Sport continued to be a focal point at the school when able to participate, with our students participating, as part of the Small School's Association, in interschool events for Cricket, Modcrosse, Cross Country, Athletics, Netball, AFL, Soccer and Tee-ball. Our girls Cricket Team made the Regional Finals and Weld Square won the Soccer, Cross Country and Meritorious Shield for Athletics. We were very proud of the efforts of each of our students at the events.

The students continued to experience a range of learning experiences designed to engage and broaden knowledge and skills. These incursions included World of Maths, Yirra Yakin and Science Alive. The school held its very first Festival of Friendship in Term Two to launch the implementation of our new social-emotional program Friendology. Science and Technology was celebrated with Scitech After School program offered to senior students as well as selected Year 5 students attending the Bright Sparks program at Hampton Senior High School. The Book Fair in Term Three was another highlight, providing students with access to a variety of literature to purchase while raising funds for the school.

Harmony Day was a big event at the school, highlighting and celebrating the multi-cultural nature of our community. We held an assembly, parade and multi-cultural games day for the students and their families.

I would like to acknowledge and thank all our staff for their commitment, enthusiasm, resilience, and willingness to put students first to provide success for all. We have enjoyed a successful 2021 and look forward to 2022 with optimism.

English

The identified targets articulated in the Whole School Literacy Plan 2021 were:

- Increase by 10% the number of Year Three students achieving in the top two NAPLAN proficiency bands in Writing when tested in Year Five in 2021. Maintain the number of Year 3 students achieving in the top band for Reading in 2021 as Year 5.
- Grade allocation in reading writing will show
 - 70% alignment with NAPLAN performance for Year 3
 - 80% alignment with NAPLAN performance for Year 5

The Whole School Literacy Plan continued to focus on student performance in Writing as a priority however all aspects of English were addressed as essential components of the curriculum. The focus remained on delivering whole school approaches to all areas of literacy to best support and advance our students, with specific reference to EALD learners. Assessment data was utilised to plan, teach, and assess the curriculum and guide delivery of content. Cars and Stars, a reading comprehension program, was implemented to address a consistent approach to teaching comprehension. Professional learning was provided in Cars and Stars as well as Brightpath Writing assessment tool to assist staff to assess, moderate and plan to teach writing at each learners' specific point of need. Additionally, junior primary staff attended professional learning in Letters and Sounds, a synthetic phonic program, to ensure consistency of teaching and learning in this area.

The tables below describe the Year 3 and 5 NAPLAN student performance in Reading, Writing, Spelling, Punctuation and Grammar over recent years. Please note there is no data from 2020 due to the impact of COVID-19.

Year 3 NAPLAN Performance

	Reading			Writing			Spelling			Grammar & Punctuation		
	School Average	Like School	Aust. Average	School Average	Like School	Aust. Average	School Average	Like School	Aust. Average	School Average	Like School	Aust. Average
2021	414	423	437	442	419	425	429	405	421	409	418	433
2019	457	425	432	436	423	423	414	410	419	440	431	440
2018	431	420	434	395	395	407	432	407	418	429	420	432
2017	402	423	431	393	393	414	433	417	416	412	438	439
2016	441	419	426	429	429	421	431	416	420	448	432	436

Year 5 NAPLAN Performance

	Reading			Writing			Spelling			Grammar & Punctuation		
	School Average	Like School	Aust. Average	School Average	Like School	Aust. Average	School Average	Like School	Aust. Average	School Average	Like School	Aust. Average
2021	516	503	512	495	480	480	505	503	505	515	496	503
2019	483	506	506	455	472	474	503	495	501	483	496	499
2018	520	498	509	463	462	465	527	497	503	520	497	504
2017	492	503	506	471	472	473	507	502	501	462	496	499
2016	488	496	502	467	473	475	501	489	493	464	499	505

Year Three results in Writing and Spelling were above the Australian average and like schools in 2021. Reading and Grammar and Punctuation results were below the Australian average and like schools. It is a pleasing trend for Writing which has been the ongoing focus in schooling planning however the decline in Reading results is of concern. It is important to note this was a very small cohort of students so results may be adversely affected.

Year Five results in Reading, Writing and Grammar and Punctuation were above the Australian average and like schools in 2021. Results in Spelling were above like schools and equal to the Australian average. Again, this is a pleasing trend in Writing as it has been the focus for school improvement.

The table below describes the percentage of students in each proficiency band in Writing, an improvement target in 2021.

Year Three Writing

Band	NAPLAN Score Range	2018	2019	2021
6-10	478 & above	7%	22%	17%
5	426-477	22%	44%	50%
4	374-425	33%	17%	17%
3	322-373	22%	6%	17%
2	270-321	15%	11%	0%
1	Up to 269	0%	0%	0%

Year Five Writing

Band	NAPLAN Score Range	2018	2019	2021
8-10	582 & above	0%	0%	10%
7	530-581	14%	12%	10%
6	478-529	29%	19%	40%
5	426-477	36%	44%	30%
4	374-425	0%	19%	10%
1 - 3	Up to 373	21%	6%	0%

The percentage of students achieving in the top proficiency bands slightly declined at Year Three however improved at Year Five, meeting the target set for 2021. It is a promising trend with increased numbers of students sitting one below the top bands (Year Three Band 5 and Year Five Band 7).

Year Three Reading

Band	NAPLAN Score Range	2018	2019	2021
6-10	478 & above	26%	33%	25%
5	426-477	15%	33%	17%
4	374-425	30%	22%	17%
3	322-373	15%	6%	25%
2	270-321	7%	6%	17%
1	Up to 269	7%	0%	0%

Year Five Reading

Band	NAPLAN Score Range	2018	2019	2021
8-10	582 & above	21%	6%	10%
7	530-581	21%	13%	25%
6	478-529	36%	31%	40%
5	426-477	14%	25%	10%
4	374-425	0%	25%	15%
1 - 3	Up to 373	7%	0%	0%

The percentage of students achieving in the top proficiency bands declined from Year Three to Year Five, which does not meet the target set for 2021. However, results have improved from 2019 which is a promising trend, particularly with increased numbers of students sitting one below the top bands (Year Five Band 7).

The table below describes Writing grade alignment compared to NAPLAN performance in 2021 (Semester Two Grades), an improvement target for 2021.

Writing Grade Alignment to NAPLAN Score

Year Level	% Student grade alignment	NAPLAN result below grade allocation	NAPLAN result above grade allocation
3	44%	0%	56%
5	71%	0%	29%



Grade alignment improved in 2021 but did not meet the target. Year Five achieved 71% and Year Three achieved 44% alignment. This will continue to be a focus through moderation and student achievement data, focusing on the percentage of students achieving a NAPLAN result above their grade allocation.

In 2022, School Improvement Plans will centre on strengthening the whole school processes and structures, focusing on student performance in reading specifically. Student achievement data will continue to be the main driver for the plan, teach,

assess cycle, with a focus on explicit teaching methods. Teaching of semantics, grammar and vocabulary will be explored, specifically in relation to reading.

Mathematics

The identified targets articulated in the Whole School Numeracy Plan 2021 were:

- Increase by 10% the number of Year Three students achieving in the top two NAPLAN proficiency bands in Numeracy when tested in Year Five in 2021
- Increase progress from Pre-primary On-entry to Year Three NAPLAN to be equivalent or above like schools by 2021
- Grade allocation in Numeracy will show 80% alignment with NAPLAN performance by 2021



The Whole School Numeracy Plan continued to focus on delivering a whole school approach and structure to numeracy, to best support and advance all our students. Staff were supported to use assessment data to plan, teach and assess the curriculum and guide delivery of content utilising Origo as our main tool for teaching and learning and providing extension for students as appropriate. A common mathematical task was assessed for the purpose of moderating consistency in grade allocation.

The tables below describe the Year Three and Five NAPLAN student performance in Numeracy over recent years. Please note there is no data from 2020 due to the impact of COVID-19. Year Three and Year Five results were above like schools and the Australian average in 2021 which is pleasing to note.

NAPLAN Numeracy Performance

	Year Three Numeracy			Year Five Numeracy		
	School Average	Like Schools	Aust. Average	School Average	Like Schools	Aust. Average
2021	409	393	403	499	487	495
2019	425	402	408	480	490	496
2018	393	400	408	505	484	494
2017	386	406	409	484	488	494
2016	418	402	402	472	484	493

The table below describes the progress from Pre-primary On-entry to Year Three NAPLAN over time. The percentage of children achieving Very High or High progress has declined in 2021 and will need to be investigated further however slightly exceeds like school data, meeting the target set.

Numeracy Progress On-entry to NAPLAN

Progress	Very High	High	Moderate	Low	Very Low
2021	20%	10%	50%	20%	0%
2019	33%	22%	22%	17%	6%
2018	14%	10%	29%	19%	29%

The table below describes the percentage of students in each proficiency band in Numeracy, an improvement target in 2021.

Year Three Numeracy

Band	NAPLAN Score Range	2018	2019	2021
6-10	478 & above	12%	22%	17%
5	426-477	12%	17%	25%
4	374-425	35%	39%	17%
3	322-373	23%	17%	33%
2	270-321	19%	6%	8%
1	Up to 269	0%	0%	0%

Year Five Numeracy

Band	NAPLAN Score Range	2018	2019	2021
8-10	582 & above	7%	0%	16%
7	530-581	14%	25%	11%
6	478-529	43%	25%	32%
5	426-477	36%	31%	21%
4	374-425	0%	19%	21%
1 - 3	Up to 373	0%	0%	0%

The percentage of students achieving in the top proficiency bands shows improvement at Year Five however a decline at Year Three. It is pleasing to note that there are no students below the national minimum standard in both Year Three and Five, indicating the curriculum is meeting the needs of these students. Although Year 5 student achievement in the top bands declined by 6% from the Year Three performance it is pleasing to note this attrition is less than previous years.

The table below describes Numeracy grade alignment compared to NAPLAN performance in 2021 (Semester Two Grades), an improvement target for 2021.

Numeracy Grade Alignment to NAPLAN Scores

Year Level	% Student grade alignment	NAPLAN result below grade allocation	NAPLAN result above grade allocation
3	82%	0%	18%
5	69%	0%	31%

Grade alignment in Year Three has improved in 2021, achieving 82% alignment. Year Five remain at 69% alignment. This will continue to be a focus with moderation, particularly investigating the trend of NAPLAN results above grade allocation.

In 2022, School Improvement Plans will centre on strengthening the whole school processes and structures, using the Origo resources as the basis for instruction and providing extension activities for capable students. Student achievement data will continue to be the main driver for the plan, teach, assess cycle. Brightpath Mathematics will be utilised as a tool to measure student achievement and moderate teaching and learning, ensuring improvement and growth in every student. Problem solving models will be investigated to strengthen student achievement in this area and improve whole school processes and practices.



Science, ICT and Digital Technology

The identified targets articulated in the 2021 ICT and STEM (Science, Technology, Engineering and Mathematics) plan were:

- To develop baseline ICT competencies across the whole school, K to 6.
- To increase staff & student competencies in communicating, managing, and operating ICT tools and equipment.
- For each teacher to become an expert on one Digital Device by the end of Term 4, 2021
- To generate whole school Science Data
- To resource and make use of the Science Lab

In 2020 two staff members were appointed as Technology Coaches to support all staff to become familiar with and capable of using ICT and Digital Technology in the classroom. This year the coaches worked one-on-one with staff to develop skills in focus areas and presented professional learning on the SAM-R Model and Microsoft 365. Additionally, coaches led termly phase of learning meetings to upskill staff on ICT and Digital Technology skills.

Devices were leased by the school to ensure all students have access to iPads and Laptops during teaching and learning programs. The scope of the lease was reviewed in 2021 and it was decided to increase the number of iPads and reduce the number of laptops being leased to better meet student need.

The newly renovated Science Room was utilised for teaching and learning, and students participated in the Science Alive incursion. Students in Year Three to Six completed the PAT testing to measure student achievement and progress in Science. The results were above the Australian median at all year levels except Year 5 which was slightly below. 93% of our students achieved a C grade or higher in Science and 98% achieved a C grade or higher in Technologies on their Semester Two report.

In 2022, School Improvement Plans will focus on continuing to upskill all staff in baseline ICT skills framework through the coaching model. The coaches will attend Apple teacher training to provide further professional learning to staff in identified areas of need and staff will showcase their teaching and learning to the school community in a Technologies Showcase. A focus in Science, derived from the PAT testing, will be Biological Science as well as applying mathematical knowledge to Science related questions.





Health and Physical Education

Specialist Physical Education was offered to all students from Pre-primary to Year Six at Weld Square Primary School in 2021. Whole school sport sessions were implemented to develop team skills required for game play as well as providing specialist skill development in a variety of sports. The Health Scope and Sequence was implemented across all year levels. The friendship skill program Friendology was implemented in all classes, as well as Zones of Regulation. 96% of our students achieved a C grade or higher in Physical Education and 97% in Health Education on their Semester Two report.

Weld Square continued its membership with the Small Schools Sporting Association, allowing participation at various interschool events being held across the year. Students achieved success in interschool events including winning the Cross Country, Girls Cricket, Soccer, and the Meritorious Shield for Athletics. Additionally, individual students placed in Cross Country and Athletics events. We are proud of the sportsmanship shown by our students who represented us on the sporting fields across the year.

Humanities and Social Sciences

The Humanities and Social Sciences curriculum consists of History, Geography, Civics and

Citizenship and Economics and Business. Staff utilised the program Inquisitive to create blocks of content to ensure they covered all aspects of the curriculum each semester. Staff reported to parents using the Western Australian curriculum in these areas, 89% of our students achieved a C grade or higher in HaSS on their Semester Two report.

The traditional Harmony Day celebration was held in 2021, and students participated in games from different cultures. We also hosted an incursion presented by Yirra Yaakin, an Aboriginal performing arts organisation presenting to children around Australia.

Languages - Chinese

Weld Square Primary School teaches Mandarin as its language program for all students from Pre-primary to Year Six. Lessons in Mandarin were based on various themes that are covered throughout the year where they are immersed in the language as well as gain an understanding and appreciation of the Chinese culture. The app Education Perfect was utilised for students to assist with learning the language and practice their acquisition of vocabulary. 100% of our Year Three to Six students achieved a C grade or higher in Chinese on their Semester Two report.

The Arts

Specialist Music Education was offered to all students from Pre-primary to Year Six at Weld Square Primary School in 2021. A school choir was formed for students in Years Four to Six and rehearsals took place every week. The choir participated in the Massed Choir Festival, an event which joins choirs together from all over Western Australia to perform. One of our students was fortunate to be selected as a soloist at the event, a huge honour. Selected senior students also participated in the School of Instrumental Music program, attending specialist lessons at John Forrest Secondary College.

Dance lessons continued in Term Three with the Dance program being offered to all students from Kindy to Year Six with a specialist dance teacher. These lessons culminated in a school-wide performance at the Annual Arts Evening.



Visual Arts was taught by the classroom teachers in 2021. The Visual Arts curriculum enabled students to create art or craft pieces that expressed their own and others' ideas as an artist or audience member. All students produced and displayed a work of art at the Annual Arts Evening at the end of Term Three. 99% of our students achieved a C grade or higher in Visual Arts and 100% in Music on their Semester Two report.

Student, Parent and Staff Survey

In 2020, students in years 4-6, parents and staff were provided with the opportunity to share feedback through surveys. A summary of each survey is noted below.

Our staff identified strengths in teacher competency and school improvement processes. Significant improvements were noted in areas of behaviour management, maintenance of the school, provision of feedback to the staff and leadership. Although there are many areas of improvement, growth is still required in providing support structures to improve staff well-being and the provision of useful feedback to staff, as these are the lowest rated items.

Our parents feel teachers expect their children to do well, are good at their job, are approachable and care about the children. Areas of significant improvement were noted in community relationships, the quality of leadership and satisfaction with the standard of education received. A continued focus is required on school grounds maintenance as well as the school seeking parental contribution of opinions and ways to improve.

Students also rated teacher competency and care very highly, specifically expectations of students, provision of feedback and motivating them to learn. Students have highlighted issues with their ability to have their opinions heard, feeling able to approach their teachers with concerns and feeling safe. Students rated the management of behaviour lower than teachers and parents.



School Improvement Plans 2022

The four key priorities in the Strategic Plan 2020-2022 are:

1. *We provide quality teaching and learning*
2. *We are leaders in sustainability and conservation*
3. *We support students to feel connected, safe, and secure*
4. *We are building a strong, inclusive, and connected community*

In 2022, to address the improvements in teaching and learning our school will:

- Use the agreed iStar pedagogy for lesson delivery across the curriculum and set visible differentiated learning goals for all students to achieve success
- Implement whole school English and Maths Operational Plans, focusing on consistency of strategies in Literacy and Numeracy, differentiation as well as EAL/D best practice,
- Utilise staff and phase of learning meetings to facilitate a shared understanding of the impact of teaching practices, data analysis, moderation and collaborative planning,
- Continuation of the coaching model to develop staff skills and expertise in a variety of learning areas. Continue with opportunities for staff to take on leadership roles within the school,
- Use student achievement data and teaching sprints to focus on growth in student achievement for all learners and measure this growth against targets set,
- Utilise performance development processes, including review meetings and peer and line manager observation/feedback processes to drive learning and teaching,
- Continue to implement the ICT scope and sequence and skills framework in all classes, developing baseline skills in all learners,
- Continue with established sustainability and recycling practices within the school to reduce waste to landfill and complete the establishment of a Six Season Noongar Garden,
- Continue to implement targeted strategies and programs in the Health and Well-being Scope and Sequence, including Friendology and Zones of Regulation across K-6,
- Continue to engage with the Aboriginal Cultural Standards Framework to further develop cultural responsiveness and
- Continue to focus on improving communication between staff and families through relationship building opportunities and parent workshops



