

Lockridge Primary School Annual Report 2016



Principal's Introduction



Welcome to the 2016 Annual Report.

The information in this reports includes: student achievement in academic and non-academic area: the progress that the school has made in priority areas; highlights of 2016 and the annual budget and accounts.

The school staff and students can feel proud of their efforts during 2016. The Year 3 and Year 5 NAPLAN performance was very heartening. The results showed that we improved in 10/10 categories. It also showed that we were above 'like schools' in 7/10 categories.

We were also very pleased to see the steady improvement in student attendance to a 91.7 rate. This is the highest attendance fin the history of Lockridge Primary School.

The school continued to develop its focus in Literacy, Numeracy and Social Skills.

The school is committed to improving the outcomes in Literacy and Numeracy in order to provide our children with the best opportunities, building a strong foundation for the future.

The school has committed to ensuring that the children and the parents/carers are provided with the best support possible.

We have appointed a Student Services Coordinator to oversee those aspects that support children and their parents. These include attendance, counselling, psychological services and parent education courses.

We have established a number of community partnerships that provide extra support for the school and the students. We have made strong connections with CLAN Midland, United Way, Child Australia, B Kids, Foodbank, WASO and the The Song Room.

The school has worked hard on welcoming parents into the school. We have developed the Family and Schools Together (FAST) program, the Better Cooking Program, having Parent Morning Teas after assemblies, Reporting to Parents days, Discos, Sausage Sizzles and Sporting Events.

Our Performing Arts Program has developed strongly over the last year. The children have Performing Arts for one hour per week. The program was enriched with the support of the Song Room providing a dance specialist for a semester.

The children also participated the Waikikiri Dance Festival and performed extremely well. The three whole school excursions to the Ballet were sponsored by WASO.

We have seen many positive achievements this year: thank you to all the staff, students and parents for a successful 2016.

Joseph Dellaposta
Principal

NAPLAN REPORT

NAPLAN (National Assessment Program - Literacy and Numeracy)

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in years three and five. The following data is derived from Lockridge Primary's 2016 NAPLAN results. NAPLAN measures student performance against the performance of 'like schools' based on IC SEA Scores and All Australian average. This standard describes some of the skills and understandings that students can generally demonstrate at their particular year of schooling. As can be seen by the following table, both Year 3 and 5 improved in 10/10 of the measurable areas and are at or above 'like' schools in 7/10 areas. The percentage listed shows where we are in relation to the Australian average.

Year / Task	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	LPS	LIKE	Diff	LPS	LIKE	Diff	LPS	LIKE	Diff	LPS	LIKE	Diff	LPS	LIKE	Diff
Year 3	342	352	10	388	363	25	364	358	6	366	357	9	341	344	-3
Year 5	425	432	-7	437	429	8	444	441	3	428	435	-7	454	436	18

In addition to measuring student achievement against the national minimum standard, NAPLAN also allows schools to measure the achievement and progress of their students against "like" schools. These schools are comparable to Lockridge Primary in key factors such as students' family backgrounds (parent occupation and education). The following table is a comparative summary of Lockridge Primary's performance against "like" schools over the recent 4 year period.

	YEAR 3				YEAR 4			
	2013	2014	2015	2016	2013	2014	2015	2016
READING	-44.65	-26.33	-30.80	10.0	-9.87	10.96	-22.31	-7.0
WRITING	-27.79	-4.3	-29.10	25.0	1.73	6.96	-11.43	8.0
SPELLING	-36.08	-14.11	-17.50	6.0	3.58	4.28	-25.98	3.0
GRAM&PUNC	-67.34	-24.21	-5.93	9.0	5.42	3.31	-40.06	-7.0
NUMERACY	-44.96	-8.27	-10.83	-3.0	-5.42	-1.78	-24.29	18.0

When comparing the Year 5 students' results from 2016 to the results as Year 3s in 2014, it is pleasing to note of the improvement made in Reading and Grammar and Punctuation. We have shown considerable catch-up with like school's results to the tune of nearly 20 points. In Reading we have shown a 19.33% improvement. In Writing we have shown 12.3% improvement, Spelling recorded a 17.11% improvement, Grammar & Punctuation recorded 17.21% improvement and Numeracy improved by 26.27%.

The last 4 years' cohorts have shown great improvement across our results. The only weakness in Year 3 in 2016 has been in Numeracy where the results are behind those results of 'like schools' by 3 points. The results in Year 3, 2016 in Reading and Spelling were possibly improved by the incorporation of the MultiLit Programs.

The school's self reflection has led to the introduction of a more structured approach through explicit teaching. The school timetable restructure to allow 120 minutes per day for a Literacy Block and 90 minutes per day for a Numeracy Block has also added value to the Teaching and Learning Program. More deliberate teaching strategies including Talk 4 Writing and Guided Reading have been a whole school focus which assists results' improvement.

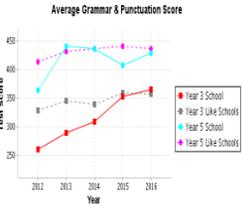
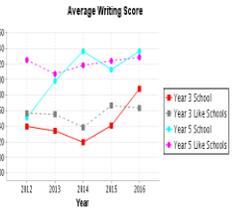


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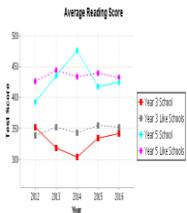
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The specific issues identified as problems are listed below:

AREA TESTED	YEAR 3		YEAR 5																															
	2016	2015	2016	2016																														
<p>GRAMMAR & PUNCTUATION</p>  <p>Average Grammar & Punctuation Score</p> <table border="1"> <caption>Average Grammar & Punctuation Score (2012-2016)</caption> <thead> <tr> <th>Year</th> <th>Year 3 School</th> <th>Year 3 Like Schools</th> <th>Year 5 School</th> <th>Year 5 Like Schools</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>250</td> <td>330</td> <td>360</td> <td>420</td> </tr> <tr> <td>2013</td> <td>280</td> <td>340</td> <td>430</td> <td>440</td> </tr> <tr> <td>2014</td> <td>300</td> <td>350</td> <td>430</td> <td>440</td> </tr> <tr> <td>2015</td> <td>350</td> <td>360</td> <td>410</td> <td>440</td> </tr> <tr> <td>2016</td> <td>370</td> <td>370</td> <td>430</td> <td>440</td> </tr> </tbody> </table>	Year	Year 3 School	Year 3 Like Schools	Year 5 School	Year 5 Like Schools	2012	250	330	360	420	2013	280	340	430	440	2014	300	350	430	440	2015	350	360	410	440	2016	370	370	430	440	<ul style="list-style-type: none"> Selects the correct modal verb to complete a simple sentence Identifies the word describing a verb in a simple sentence Identifies the verb which agrees in tense and number with the subject in a simple sentence Selects the modal verb that fits the meaning and structure of a compound sentence. Identifies the correct use of a coordinating conjunction Recognises an independent clause in a complex sentence. Selects the subject-verb contraction that best fits the meaning and structure of a complex sentence Recognises that a proper noun needs a capital letter. Identifies the correct use of commas to punctuate a list in a simple sentence Identifies the correctly punctuated contraction in a complex sentence 	<ul style="list-style-type: none"> <i>Adverbs in compound sentences</i> <i>Use of irregular verbs</i> <i>Possessive pronouns</i> <i>Punctuating lists – use of commas</i> <i>Direct speech – use of quotation marks</i> 	<ul style="list-style-type: none"> Selects the correct modal verb to complete a simple sentence Identifies the verb which agrees in tense and number with the subject in a simple sentence Recognises the correct sequence of tenses in a complex sentence Selects an adverb to correctly complete a complex sentence Identifies the correct use of a reflexive pronoun in a complex sentence Selects a sentence with the correct subject-verb agreement. Identifies the sentence which combines information using an adjectival clause Identifies a redundant word that can be omitted from a sentence. Identifies the reference for a pronoun in a preceding sentence Identifies a compound sentence Selects the subject-verb contraction that best fits the meaning and structure of a complex sentence Recognises that a proper noun needs a capital letter Identifies the sentence containing an apostrophe of contraction 	<ul style="list-style-type: none"> Plural pronouns Thinking verbs Adverbs in compound sentences Verbs in complex sentences Pronouns Indefinite articles Questions marks Punctuating a complex sentence
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READING



- Locates a fact in an information text.
- Identifies the main idea of a paragraph in an information text
- Interprets a detail in an information text
- Interprets information to make an inference in an information text
- Infers a character's response in a simple narrative
- Interprets textual information to make an inference in a simple narrative
- Interprets a detail in a narrative
- Analyses use of exclamation marks in a narrative

- *Identifies information in a simple factual text.*
- *Locates information in a poster.*
- *Locates a synonym in a poster.*
- *Identifies the audience of a poster*
- *Infers the reference for a response in a short narrative.*
- *Identifies the text type of a folktale*
- *Matches text and symbol in a multi-text.*
- *Infers the purpose of using the pronouns you and us in a multi-text.*
- *Identifies the contrast in tone between two sections of a multi-text*
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- *Infers the purpose of using the pronouns you and us in a multi-text.*
- *Identifies the contrast in tone between two sections of a multi-text*

- Locates a fact in an information text
- Interprets information to make an inference in an information text
- **Interprets a detail in a narrative**
- Analyses use of exclamation marks in a narrative
- Interprets character in a narrative
- Interprets a character's actions in a narrative extract
- Synthesises a narrative extract to identify the change in a character's reactions
- Identifies the purpose of a personal address to begin a persuasive sign
- Identifies how an idea is represented by an image on a persuasive sign

- *Recognises the author's position from vocabulary in an information text*
- *Infers a character's past actions in a folktale*
- *Locates directly stated information in a folktale*
- ***Interprets information in a narrative.***
- *Matches text and symbol in a multi-text*
- *Infers an attitude from a sign in a multi-text*
- *Connects common information across a multi-text.*
- *Interprets the overall tone of one part of a multi-text.*
- *Identifies the contrast in tone between two sections of a multi-text.*

SPELLING

- Correctly spells a one-syllable word with the short vowel digraph –ea
- Correctly spells a one-syllable word ending in the diphthong –y.
- Correctly spells a one-syllable word with the fricative –c

- Identifies an error in a one-syllable word with the soft -c.
- Identifies an error in a one-syllable word with the long vowel pattern –oor

- Correctly spells a one-syllable word with an initial silent w-
- Correctly spells a two-syllable present participle with the plosive –k
- Correctly spells a one-syllable word with the diphthong pattern –aigh

- *Correctly spells a four-syllable word with the double consonant –mm at the syllable juncture*
- *Correctly spells a three-syllable word with the medial schwa -i.*

SPELLING
cont'd

- Correctly spells a one-syllable word with the short vowel digraph –ea
- Correctly spells a one-syllable word ending in the diphthong -y.
- Correctly spells a one-syllable word with the fricative –c
- Correctly spells a four-syllable word with the etymological element super-
- Correctly spells a two-syllable word starting with an affricative g-
- Identifies an error, then correctly spells a two-syllable word with the single consonant -r at the syllable juncture
- Identifies an error, then correctly spells a two-syllable word with the inflectional ending -es requiring no change to the base word
- Identifies an error, then correctly spells a one-syllable word with the diphthong –ow
- Identifies an error, then correctly spells a two-syllable word with the medial fricative –z
- Identifies an error, then correctly spells a one-syllable word with the inflectional ending -s requiring no change to the base word

- *Correctly spells a two-syllable word with the short vowel sound -u represented by -o.*
- *Identifies an error then correctly spells a one-syllable word with the final long vowel digraph -ay.*
- *Identifies an error then correctly spells a two-syllable word with the double consonant -bb at the syllable juncture.*

- Correctly spells a one-syllable word with the inflectional ending -es requiring a change to the base word (f-v)
- Correctly spells a one-syllable word with the silent letter –b
- Correctly spells a three-syllable word with a medial schwa represented by –a
- Identifies an error, then correctly spells a two-syllable word with a fricative –ch
- Identifies an error, then correctly spells a one-syllable word with the inflectional ending -s requiring no change to the base word
- Identifies an error, then correctly spells a two-syllable word with the inflectional ending -d requiring no change to the base word
- Identifies an error, then correctly spells a three-syllable word with the schwa represented by –e
- Identifies an error, then correctly spells a two-syllable word with the diphthong –ey

- *Correctly spells a two-syllable word with the medial letter pattern -gu.*
- *Correctly spells a one-syllable word with the long vowel digraph -ie.*
- *Identifies an error then correctly spells a two-syllable word with the single letter -d at the syllable juncture.*
- *Identifies an error then correctly spells a one-syllable word with the short vowel digraph -oo.*
- *Identifies an error then correctly spells a one-syllable word with the suffix -ed, requiring a change to the base word (change y to i).*
- *Identifies an error then correctly spells a two-syllable word with the long vowel digraph -oa.*
- *Identifies an error then correctly spells a multi-syllable word with the etymological beginning heli-.*
- *Identifies an error then correctly spells a one-syllable word with the long vowel pattern -eeze.*

NUMERACY

- Identifies the clock that shows a key time
- Solves a word problem using multiplication facts
- Identifies the number between two given numbers
- Calculates the mass of an object on a balanced scale
- Represents a multiplicative relationship as a repeated addition
- Selects the problem that matches a number sentence
- Selects the picture graph that represents data in a table

- *Identifies the name of a common 3D object*
- *Identifies the mass closest to the mass of a litre of milk.*
- *Reads a pictograph and identifies the missing data.*

- Compares the masses of objects on related balance scales
 - Matches the wording of a 4-digit number to its numerical form
 - Calculates the amount of money in a collection of 20-cent coins
 - Identifies a number given clues about place value
 - Identifies the number sentence related to a given subtraction sentence
 - Identifies the picture graph that correctly displays a given data
- Interprets a graph to determine the number of points in a data set

- *Identifies the pattern with a given increasing difference*
- *Recognises the container that has a given net*
- *Calculates and compares perimeters of shapes drawn on a grid paper.*
- *In a set, identifies the odd number smaller than 5.*
- *Compares birthdays to interpret the second oldest person.*
- *Applies multiplication and subtraction to calculate the amount of change.*
- *Identifies the pair of numbers that has a given difference.*
- *Identifies and applies a scale to find a number on a number line.*
- *Reasons to identify the categories of a column graph.*
- *Identifies the ball that is the least likely to be taken out from a box.*

FULL COHORT

Year / Task	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	LPS	LIKE	Diff	LPS	LIKE	Diff	LPS	LIKE	Diff	LPS	LIKE	Diff	LPS	LIKE	Diff
Year 3	342	352	10	388	363	25	364	358	6	366	357	9	341	344	-3
Year 5	425	432	-7	437	429	8	444	441	3	428	435	-7	454	436	18

STABLE COHORT

STABLE / ALL	READING				WRITING				SPELLING				GRAMMAR & PUNCT				NUMERACY			
	2015		2016		2015		2016		2015		2016		2015		2016		2015		2016	
	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A
Year 5	426	418	424	425	419	412	433	437	N/A	421	N/A	444	N/A	407	N/A	428	418	418	460	454

The evidence from the table above shows a variety of results. Stable cohort results were not available for Spelling or Punctuation & Grammar. In Reading and Writing in 2015 the stable cohort were marginally better than the total cohort, whereas in 2016 the total cohort was marginally above the results for the stable cohort in Reading and Writing whilst the stable cohort was marginally better than the total group in Numeracy.

GENDER

Year / Task	READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		NUMERACY	
	M	F	M	F	M	F	M	F	M	F
Year 3	323	359	382	394	341	384	333	394	321	358
Year 5	418	435	454	409	454	426	435	416	469	432

The evidence from the table above shows a variety of results. The 2016 results across all tested areas in Year 3 indicate the female results were higher than the male results, whilst the Year 5 results showed predominantly better results for the males in all areas except for Reading where the females were 17 points above the results of the males tested.

ABORIGINAL / NON ABORIGINAL

Year / Task	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	A	NA		A	NA		A	NA		A	NA		A	NA	
Year 3	310	355	-45	353	403	-50	320	382	-62	335	378	-43	308	354	-46
Year 5	379	435	-56	373	457	-84	406	455	-49	377	443	-66	376	474	-98

The evidence from the table above shows very obvious results. Across all areas tested, in both Year 3 and 5, it is duly noted that our Aboriginal students have scored at least 40 points below the non-Aboriginal students. The weakest areas were in Writing and Numeracy where we will need to review and implement a program to assist the improvement in these results.

Behaviour Strategies at LPS 2016

- Planned Recess and Lunchtime activities, including library opening at lunchtime, access to computers and iPads, and organised games such as touch rugby supervised by PE Teacher, served as alternatives to free play, which emerged as a reason for misbehaviours in 2015. This has been successful in reducing the number of serious incidents. However, this is not without its issues around constructive use of technology.
- Teachers are trained in the CMS model.
- Social Skills and pragmatics continue as focus areas for the school.
- The school promoted the “You Can Sit With Me” initiative, which encourages peer support for students who struggle to make friends, share space and build lasting relationships with others. Three classes were invited to become ambassadors for this, but its effect was limited.
- Access to a bulk-billed Clinical Psychologist (B-Kids) who conducts appointments on site, offering counselling to students and parents who present with a GP referral, continued. In the main, this has been successful in enabling students with difficulties to use strategies to help them cope with the pressures of school.
- The school continued the award of behaviour tokens, weekly and termly prizes and faction behaviour rewards, as well as whole school reward playtimes. This remains a strong focus for students.
- More focus was placed on the emotional and social needs of boys; especially those between Years 2 and 5, with reference to professional learning for teachers of those year groups. The whole staff completed a one day course in Rock and Water with Paul Stein in April 2016, and a further two teachers attended the two day course later in the year; feeding back to colleagues and demonstrating further techniques. Resources have been purchased, and a scope and sequence document has been issued to all teaching staff from Pre-Primary upward.
- The deputy and SAER coordinator attended the Positive Schools Conference in May, and fed back to staff on the latest developments in mental health and wellbeing.
- Target Behaviour boards were purchased in Term 3, which remind students of the target behaviour for the week, which is then reinforced at assemblies.
- The school has encouraged the participation in the CMS professional learning for teaching and non teaching staff.

Attendance

The school has put together a number of incentives and programs to promote the importance of attendance.

This has included

- Recognizing individuals, groups and class attendance incentives
- Promoting the importance of attendance with students, staff and parents.
- Monitoring attendance closely and working with parents on a personal level.
- Publishing data regularly and setting targets for attendance
- Appointing Attendance Officer to support students and parents
- Priority 'attendance certificate' and sending positive notes to parents.

As you are aware, the school is working hard to promote and increase the attendance rate among our children. The benefits of high and regular attendance have been highlighted over a period of time. To keep encouraging this we are having a weekly raffle for children who have a minimum of at least 90% attendance rate.

We are pleased to report that the school is making steady gains in this area. We thank all of our students, parents / carers and staff for making this possible. Our target for 2017 is to reach at least 92%. Please help us to make your child and Lockridge Primary School the best that it can possibly be.

ATTENDANCE RATE		
	SCHOOL	WA SCHOOLS
2014	90.4 %	92.4 %
2015	91.1 %	92.7 %
2016	91.7 %	92.6 %

Source: Schools online
Our target for 2017 is to increase our overall attendance to at least 92.0%

ATTENDANCE: The importance of increasing attendance is a fundamental prerequisite to improving student outcomes. In the last update we looked at the steady improvement over the last three years. We have delved a little bit more to look for trends and areas to focus on.

	2014	2015	2016
Overall attendance	90.4	91.1	91.7
Regular attendance [90%+]	69.2	65.7	71.8
Aboriginal overall attendance	83.1	87.5	87.2
Overall attendance- not aboriginal	93.5	92.7	93.8
Regular attendance [90%+]- not aboriginal	76.4	69.7	79.1
Overall- Female	90.2	91.8	92.3
Overall- Male	90.6	91.2	91.2

Summary of Performing Arts 2016

During semester one each class completed a 10 week program of Hip Hop dance classes. I worked closely with Pepito, our artist in residence, to provide a fun, disciplined lesson over 10 hours. At the end of the lessons there was a showcase of the skills taught and a mini performance by Pepito at the end of term assembly. Term one saw half of our classes work on dance while the other half of our classes worked on drama skills appropriate for their age range. The Song Room is the organisation that helped provide this opportunity for our students.

In May, eight of our year five students competed in the Speech and Drama festival at Governor Stirling Senior High School. This was an extra-curricular activity and the students and I rehearsed at lunch and recess times to hone their performances. They were very successful and brought home some trophies for their hard work.

During term one and two, I ran choir rehearsals after school. The small group presented some items at assembly, mainly focussing on popular songs of their choice. The choir looked great in their orange 'heart' shirts when they performed at the Harmony Day assembly in March.

In May we had an incursion from The West Australian Ballet Company. This incursion was a preparation session for the performance we were about to see at His Majesty's theatre. The students were able to learn about some history of ballet, see the costumes up close, learn about His Majesty's Theatre and ask questions of the ballet staff. We also addressed formal theatre etiquette.

In week five of term two the year 3-6 student's attended the ballet, Beauty and the Beast. The students were amazed about the aesthetics of the building, the talent, costuming and set design. All students behaved beautifully and were great ambassadors of Lockridge Primary. Some fabulous pieces of writing were also produced in response to viewing this show.

On the 13th May the school surprised Mr Dellaposta and the teachers by performing a dance Flash Mob. The students rehearsed this dance in class and performed at the end of an assembly as a whole school. The students were very excited to keep this as a secret until performance day.



Summary of Performing Arts 2016 cont'd



In August we were lucky enough to have a free incursion by Dance Proms that was sponsored by Healthways and Act, Belong, Commit. They took us through various dance styles, performed and taught the students some moves. It was a very engaging performance and workshop for students from kindy to year three. The students enjoyed meeting the dancers and asking them questions at the end of the show. Even Mrs Neville showed us her moves!



Week three of term two was the first Wakakirri rehearsal. After a generous donation from the Parents and Citizen's group and support from administration, we were able to bring in Ezgi Gungor as our dance choreographer. We rehearsed every Thursday after school and at lunchtimes to produce a wonderful performance about being a good friend to others at school. We won many awards for our dance/story, including Best Community Story for the whole state and The Best New School Award for the *nation!* We had two very long days at The Regal Theatre on the nights we performed.



Due to our after school rehearsals I decided to hold choir rehearsals during lunch times. Unfortunately, the commitment to choir then dropped.



In September, we were visited by a New Zealand theatre company, Playhouse Theatre. They presented a very engaging performance regarding cyber safety to our year 3-6 students. September also saw us jumping on the bus again to see Romeo and Juliet at His Majesty's Theatre. The students were enthralled by this performance, behaved beautifully and wrote reflections on the experience once they were back in class.



During term three, all classes worked on a Dr Seuss themed piece to bring together for a whole school show. The students in Kwela were very excited to go through the 'star on' and 'star off' machines when they were finally ready. Other classes worked hard to remember lyrics to songs that were straight from Dr Seuss books. The children will remember the richness and creativity of the language used in these books for a long time.

Summary of Performing Arts 2016 cont'd

During term 4 I have been hosting Lockridge Has Talent in the performing arts room. This low key talent show has given students an opportunity to show case a dance, song, trick, or improvisation game they have been working on. It has given them an opportunity to increase in confidence and develop their performance skills in a safe environment. This popular activity was initially hosted at recess but due to the demand we moved it to lunchtimes to fit in more performers. It has been wonderful to see students shine in front of their peers.

During term four we were lucky to be given tickets for one class to attend a performance at The Subiaco Arts Centre. Mrs Neville's class took up the offer to attend the Yirra Yaarkin Theatre Company show that explored Dreamtime stories. Again, this was another performance that was of a very high quality, engaging for the kids and showed the wider community how well behaved Lockridge students are. Some of our students were even interviewed and filmed to give their feedback to the theatre company.

I arranged for a drama specialist to take my classes while I was on leave for a couple of days. Nichola Renton is a qualified teacher, performer and director of a theatre company. She has vast experience in the area of Playback Theatre and is a well-respected teacher in performing arts circles. It has been of great benefit for the students to have someone of this calibre work with the students on the few days I am unable to be at school.

Week 6 saw our final in class assessments take place. The year 5/6 classes finished their unit of work on Improvisation with some very funny, entertaining performances incorporating the skills of blocking, accepting, and creating. There were some significant surprises from students who had previously been quite reserved and took on the challenge to perform with humour. The year 2,3,and 4 students presented their drama stories that were based on the theme of My Special Place. The pre-primary and year one students continued to explore stories from books and photo stimulus to create fun, play based works.

Week 9 of term four was our biggest excursion yet with around 160 of us from Lockridge attending The Nutcracker at His Majesty's theatre. Two classes from Kwela, all of Baroo and Moodja 5 were delighted by this final performance by the ballet. For the younger students it was their first ballet experience. It was a pleasure to watch their faces as they saw the show unfold.

An important part of my role at Lockridge is to search out and maintain relationships with key stakeholders in the performing arts. There are a number of organisations who can support the experiences children have in this area, providing artists in residence, money, tickets and opportunities for our students.

Throughout the year each class has explored the elements of drama, including voice, space, movement, character, and plot. We are always talking about audience etiquette, facing the audience when performing, and creating a safe environment to explore performance. I keep reminding the students to; be brave, take risks and have fun. It has been a stimulating year full of wonderful opportunities/experiences for the kids.

2016 Sport Report

Our way of thinking is in tune with that on the Lockridge School logo, “Wisdom & Courage”.

Grow wiser from every experience and gain courage to make the right decisions on and off the field, irrespective of peer pressure and other distractions that are in our daily lives.

The 2016 calendar provided Lockridge students a wide variety of sports. Interschool events allowed students to compare themselves against those of a similar age from local schools and there were plenty **afterschool** sports and activities thanks to our successful Sporting Schools funding application.

A well-coordinated group of Year 6 sports captains shared the responsibility of handing out sports equipment during lunch times and many youngsters were kept occupied kicking/bowling, bouncing every lunch time.

There were regular Incursions from; WACA, Swans Footy, NRL, Rugby WA, Lacrosse WA. These are invaluable adding variety once again and that different voice reiterating the good habits we endeavor to create.

Some highlights included;

- WACA Sheffield shield game plus lunch time skills clinic.
- Multi-cultural day- a fun, inclusive day with no emphasis on scores but rather playing for fun. Lockridge PS took 11 teams, totaling 99 students from Years 3-6.
- Western Force Day: observe a training session, participate in a skills clinic, tour of the training the facility, kings park BBQ then free tickets to the night game against Canterbury Crusaders at NIB Stadium. (An eye opening experience)
- NRL “Dream, Believe, Achieve” seminar for Year 6. (Very inspiring)
- The first school to be involved in Viva 7’s WA

Three fantastic Inter faction Carnivals of Cross country, Athletics and Flag-belt rugby brought the school together with plenty of Parents showing their support. Students arrived early with their colorful shirts and faction face paint. Our P&C were in support and kept busy on the day with the BBQ and cake stalls.

Inter School

Lockridge girls dominated Dockers Cup Football, winning both North and South of the river competitions. NRL tackle saw the girls’ progress to State Finals and cricket was very exciting with the girls narrowly missing out on state finals at the WACA.



2016 Sport Report cont'd

Our mixed flag-belt rugby team comprised of some Year 3's and even made it to State Finals and the NRL tackle gave everyone a surprise with Lockridge finishing 3rd in WA. This certainly put Lockridge on the map sending shock waves through many schools in Rockingham and Mandurah. There was a common theme with Lockridge excelling in contact sports as we also won the interschool footy comp at Alton. Channeling ones aggression and utilizing our energy in a positive way has been at the forefront of many conversations throughout the year. These full day events provided the perfect stage for individuals to unleash this inner energy and demonstrate how it could be controlled to benefit the team. I am certain, 2016 has created memories that will drive some of these youngsters for years to come. The camaraderie and sense of belonging brought that desire to keep going for their team mates, and is one that will leave a special mark for those who shared the experiences this Year.

2016 was action packed with many more excursions than already highlighted, but the biggest development of many youngsters has been mentally. Their respectful attitude, either to training, more focused approach to lessons, and general respect for each other and equipment is pleasing to see, irrespective of winning or losing.



Philip Oliphant PE Teacher



SAER Annual Report

In 2016 we had approximately 83 children identified as 'At Risk' and were placed on our waiting list for varying learning, social and physical needs. There are two children receiving Disability Resourcing, enabling them to receive allocated Education Assistant funding for support. Both children will not require new applications for funding roll over until December 2018.

Student profiling for each year cohort continues to assist us in tracking students' progress and access to external providers. Each child is reviewed regularly to ensure we cater for their changing needs. We have also put in place parental consultation with IEP's and IBMP's. Parents are informed of the goals/targets being set for their child and asked to sign the plan being put in place to acknowledge their support and understanding of the programs being implemented.

Referrals for Lockridge Child Development Centre for Speech and Occupational Therapy were a focus in 2016 for Kindy and Pre-primary students. Waiting lists have reduced greatly in the last 12 months so many more children should be able to access these services quicker in 2016 and 2017. Some requests for cognitive assessments and dyslexia assessments were also made to our School Psychologist Karen Hosszu.

Teachers have continued to utilise the services of Darin Heintz from SSEND. Darin offers support in writing education plans and strategies for teaching children with learning and behaviour difficulties. We will continue to access these services in 2017.

We are also very fortunate that some children requiring support at school have their Speech Therapists, Occupation Therapists and Autism Therapists come to school to work one on one with them. Lockridge Primary School will continue to support these very beneficial services.

B.Kids Clinical Psychology Services continues to run within our school this year. Children requiring psychology services are offered an opportunity to get it within the school. Parents are required to see their local doctor for a referral for six sessions subsidised through Medicare and may access up to another four sessions if required.

The Department of Child Protection and Family Services continue to play a vital part in supporting children at our school in their care. These support services will continue in 2017.

In 2016 we have also implemented programs, Minilit and Reading Tutor, to support the Literacy development of some of our struggling students. These programs will continue in 2017. We will also be trialling a new brain training program call 'Fast For Word'. This program is run by an organisation called Sonic Learning and is aimed at supporting children with working memory and processing problems. We look forward to seeing the results of this program.

Class teachers are committed to supporting all children within the class by identifying and writing individual educational plans to differentiate the curriculum.

Science Report 2016

The school appointed a Science Specialist in 2015. the children from Pre Primary to Year 6 receive a one (1) hour specialist program per week.

The specialist teacher has engendered a degree of excitement in the development of interest and skills in Science.

The aim is to build on this capacity to ensure that the children of Lockridge Primary School continue to build their interest and skills in Science.

Throughout science in 2016 the students at Lockridge Primary School learnt to investigate, understand and communicate about the physical, biological, chemical, technological world and value the processes that support life on our planet. Throughout 2016, the students have participated in STEM (Science, Technology, Engineering and Maths) and STEAM (Science, Technology, Engineering, Art and Maths) projects.

These projects and lessons were designed to assist students in making connections to the real world, making their education more relevant to their lives and allowing them to see the possibilities of what the future could hold for them.

The students have also taken part in setting up a worm farm, researching and caring for eight stick insects, assisting in the Power Up Battery collection program, participating in a Radical Reptile incursion, and also a visit to Kiara College Farm where they learnt about caring for farm animals, fish and soil testing.



2016 Celebrations

The Yr. 3 and Yr. 5 NAPLAN results showed that we improved in 10/10 categories across the school. It also showed that we were above 'like schools' in 7/10 categories. This result was heartening.

The school commenced the KindiLink program. This attempts to provide opportunities for 3 year old children to immerse themselves into the school, and improve school readiness.

The school conducted a number of workshops for parents awareness about schooling, parenting and nutrition. BOOST, a literacy based program, was very well received by our parents.

Ten of our senior students partnered with the Health Department to participate in the TALK program. The program looked at ways in which to promote early literacy, through the lens of students.

The school participated in the Wakakirri dance program for the first time. Our children performed outstandingly well.

The school conducted a number of activities based on the 'extended service' model. The activities are conducted outside of the normal school hours included: choir, Wakakirri, rugby, cricket, dance, rugby, digital coding, cheerleading, AFL and soccer.

The children from Yr. 1 – 6 attended the Ballet on three occasions during the year. This was courtesy of the WA Ballet Company.

The Physical Education Teacher, Mr Oliphant, had the students involved in a variety of training and competitions across many different sports. These included the Cricket Carnival & WACA workshops – T20 Blast in October at Altone Park and Regional Trials at Yokine Reserve.

In football there was the Eagles Football clinic for Year 5/6 boys in June. There was an AFL Multicultural Day in May for Years 3-6, they were a part of the Swan District Football Program and Docker's Cup Football.

We also had the Rugby – NRL workshop and Rabbitohs Rugby Carnival for Year 5-6 students. Our Winter sports were we played against Caversham, Upper Swan, Woodbridge, Anzac Terrace and Beechboro. The Faction Athletics Carnival was held in September and Interschool Athletics Carnival at Beechboro in September on Maguire Oval.

Throughout the year the students worked very hard in Cheerleading. At the end of October, they participated in the AA SCF WA State Cheerleading Championships at the Joondalup Arena. The group won the Primary School section of the competition.

2016 Celebrations cont'd

The P&C promoted fund raising throughout the school with an Easter Disco and Raffle, A Halloween Disco and a Super hero Disco. Other P&C fundraising included a Mother's Day and a Father's Day stall and a Movie Night.

The Gryphon Cup Day was held on the 13th of November where there were team based activities for K-Year 6.

We had an Anzac Day Service, run by B 4 , Year 4 on the 24th of April.

K3 held a SMILE evening (Special Man I Love Everyday) where the children shared a great night with Dads, Uncles, Grandfathers, brothers, etc.

The Scholastic Book Fair was held in August in our Library.

The Chaplain organised the Church group Christmas party on 16th of December which was put on for our students by the local Anglican Church, World Teacher's Day – VITs (Very Important Teachers) and the children participated with enthusiasm.

Our AIEO organised many events and regular occurrences including NAIDOC activities , Sorry Day where a group of students went to the State celebrations at Kings Park. The Breakfast Club is run every Monday, Tuesday and Friday morning. Food Sensations visited through Foodbank to run a cooking and healthy eating program. Mrs Lawson also organises 'Home reading book rewards'.

The Performing Arts Program incorporated many interesting aspects including Pepito's Hip Hop Dance, the garden mosaics, ballet excursions, and a choir was put together and students went to Choir during lunchtimes.

Incursions included the Science week activities which were organised during September through Scitech and 'exploring Light' was the topic, First Aid Focus in Kindy and the Better Health Program was run on Tuesday and Thursdays during Term 3, PPP (Positive Parenting Program) was run through our School Psych services for parents and care givers.

As a part of our Behaviour Management system we also organised the Weekly token draw, term bike draw, Golden Tickets and Reward Play.

Our Senior students participated in organised events to celebrate their Graduation including Graduation where we had a ceremony at school, morning tea with parents, then lunch at Fast Eddy's and Ten Pin Bowling in Morley. They also went on Year 6 School camp in Bolgart at Boshack on December 9th to 11th.

Our whole of School Christmas concert and Awards Ceremony was in December.

The school implemented the Families and Schools Together [FAST] program.



Breakfast Club Helpers



ANZAC Ceremony

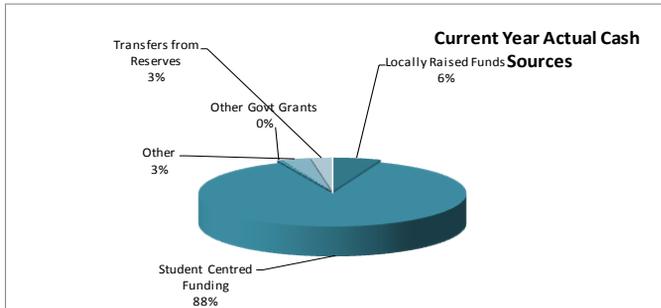
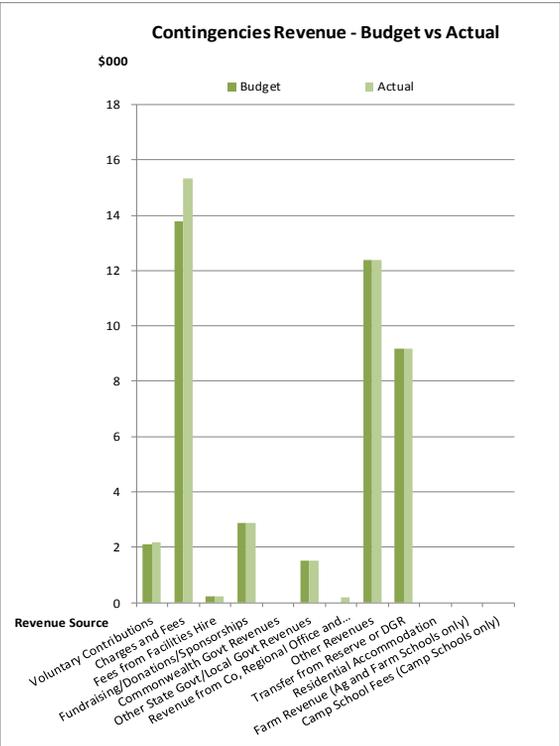


Pizza Reward

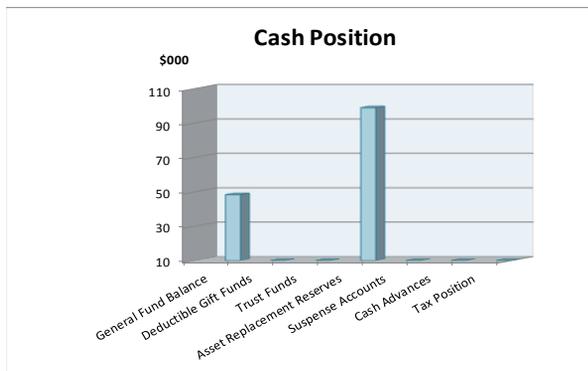
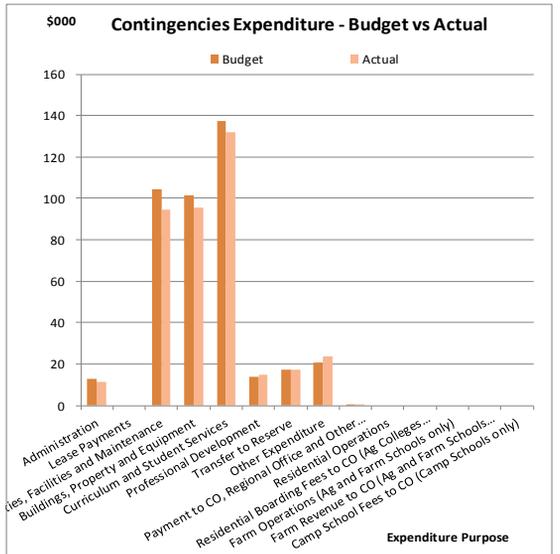


Lockridge Primary School Financial Summary as at 31 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 2,115.00	\$ 2,165.00
2	Charges and Fees	\$ 13,768.00	\$ 15,323.65
3	Fees from Facilities Hire	\$ 227.00	\$ 227.27
4	Fundraising/Donations/Sponsorships	\$ 2,887.00	\$ 2,886.75
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,500.00	\$ 1,500.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 180.00
8	Other Revenues	\$ 12,383.00	\$ 12,387.44
9	Transfer from Reserve or DGR	\$ 9,163.00	\$ 9,163.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 42,043.00	\$ 43,833.11
	Opening Balance	\$ 78,918.00	\$ 78,917.58
	Student Centred Funding	\$ 313,816.00	\$ 313,816.30
	Total Cash Funds Available	\$ 434,777.00	\$ 436,566.99
	Total Salary Allocation	\$ 2,515,838.00	\$ 2,515,838.00
	Total Funds Available	\$ 2,950,615.00	\$ 2,952,404.99



	Expenditure	Budget	Actual
1	Administration	\$ 12,950.00	\$ 11,105.34
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 104,206.00	\$ 94,557.54
4	Buildings, Property and Equipment	\$ 101,275.00	\$ 95,277.10
5	Curriculum and Student Services	\$ 137,147.00	\$ 132,056.01
6	Professional Development	\$ 13,885.00	\$ 14,753.63
7	Transfer to Reserve	\$ 17,000.00	\$ 17,000.00
8	Other Expenditure	\$ 20,859.00	\$ 23,391.44
9	Payment to CO, Regional Office and Other Schools	\$ 100.00	\$ 115.00
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	\$ 407,422.00	\$ 388,256.06
	Total Forecast Salary Expenditure	\$ 2,401,068.00	\$ 2,401,068.00
	Total Expenditure	\$ 2,808,490.00	\$ 2,789,324.06
	Cash Budget Variance	\$ 27,355.00	



Cash Position as at:	
Bank Balance	\$ 145,701.26
Made up of:	\$ -
1 General Fund Balance	\$ 48,310.93
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 98,817.33
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ 1,452.00
Total Bank Balance	\$ 145,676.26