

LOCKRIDGE PRIMARY SCHOOL

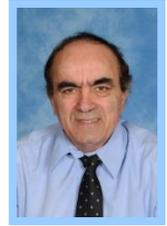
Annual Report 2017



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Welcome to the 2016 Annual Report.



The information in this report includes: student achievement in academic and non-academic area: the progress that the school has made in priority areas; highlights of 2017, and the annual budget and accounts.

The school staff and students can feel proud of their efforts during 2016/7. The Year 5 NAPLAN performance was very heartening. The results showed that we continue to 'value add' as the children stay in school.

We were also very pleased to see the steady improvement in student attendance to a 92.6 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 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 two years. 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 in the Wakakirri 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 2017.

Joseph Dellaposta
Principal

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 2017 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

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	323	347	-24	339	346	-7	350	350	0	333	335	-2	317	337	-20
Year 5	441	451	-10	430	435	-5	454	472	-17	456	446	10	446	455	-9

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 5			
	2014	2015	2016	2017	2014	2015	2016	2017
READING	-26.33	-30.80	10.0	-23.22	10.96	-22.31	-22.31	-3.64
WRITING	-4.3	-29.10	25.0	-6.56	6.96	-11.43	-11.43	-3.65
SPELLING	-14.11	-17.50	6.0	-0.11	4.28	-25.98	-25.98	-5.76
GRAM&PUNC	-24.21	-5.93	9.0	-1.65	3.31	-40.06	-40.06	1.51
NUMERACY	-8.27	-10.83	-3.0	-19.68	-1.78	-24.29	-24.29	-2.76

The data shows that Year 5 results are fairly consistent over the years at "like school" level. Our Year 3 performance is more erratic. The school has planned to move to a Professional Learning Country (PLC) school in an attempt to develop greater consistency in content, planning, strategies and assessment.

ANNUAL ATTENDANCE 2017

Our target this year has been to increase our attendance rate to 92.0% overall.

The school continues to implement a number of incentives and programs to promote the importance of attendance.

These include

- Recognising 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.
- Priority 'attendance certificate' and sending positive notes to parents.
- Rewarding regular attendance with a canteen voucher raffle.
- Rewarding consistent excellent attendance with a \$50 voucher.

There continues to be a small number of students, 3, with severe attendance below 60%. These families have had regular visits from our Attendance Officers to try and support the children in coming to school every day. There are 22 children at moderate risk between 60 and 79% and 41 at risk between 80 and 90%.

The school continues to monitor and follow up on attendance for children at risk. Many children don't attend regularly due to family hardship, inability to provide uniforms including shoes and they are unable to provide lunch for their children. The school, with the support of the Attendance Officers Mrs Lynne Dowman and Mrs Alice Lawson, continues to liaise with these families to support them in getting their children to school regularly. We encourage school attendance through home visits, uniform donations, free lunch when required and incentives for regular attendance. We will continue to support and encourage all our families in 2018 to sustain regular attendance. At Lockridge Primary School we understand how important school participation is to maximise opportunities for children by providing them with not only an education but also support networks. School will help them to develop knowledge, values and skills that support further learning and being actively involved in their community.



ATTENDANCE RATE

2014 Sem. 1	2015 Sem. 1	2016 Sem. 1	2017 Sem. 1
90.4	91.1	91.7	92.6

The school has worked hard with the Community over a period of years to improve the Attendance Rate.

Chart 1: Attendance Rate by Collection Period for LOCKRIDGE PRIMARY SCHOOL

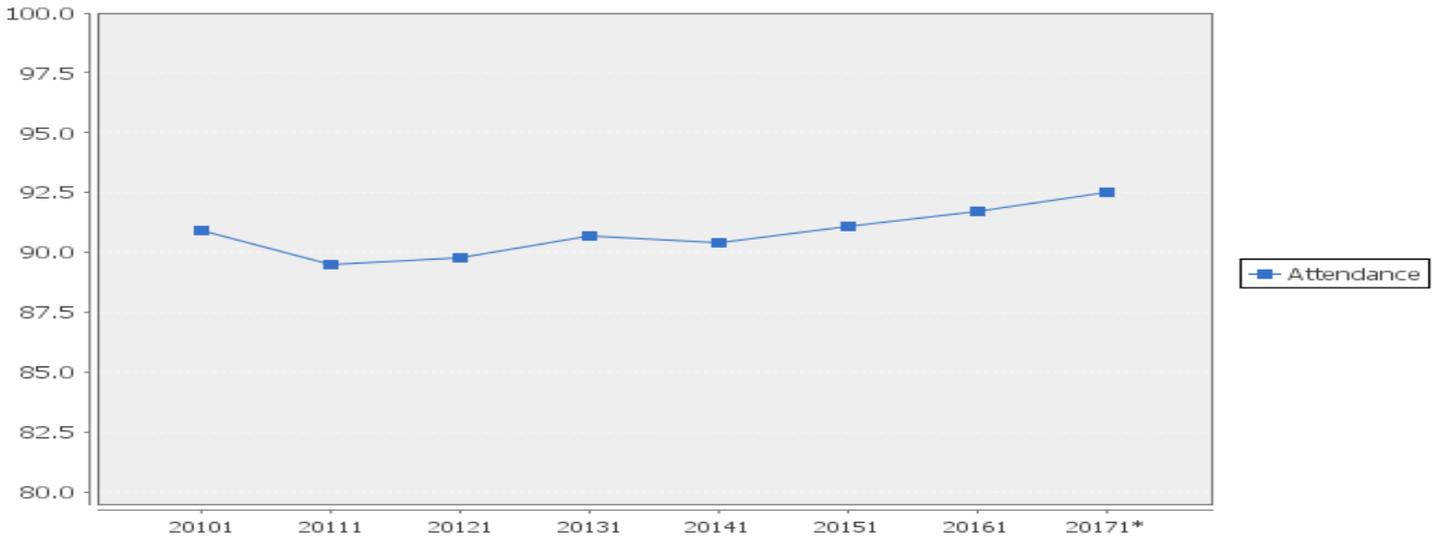


Chart 2: Absence Types Composition by Collection Period for LOCKRIDGE PRIMARY SCHOOL

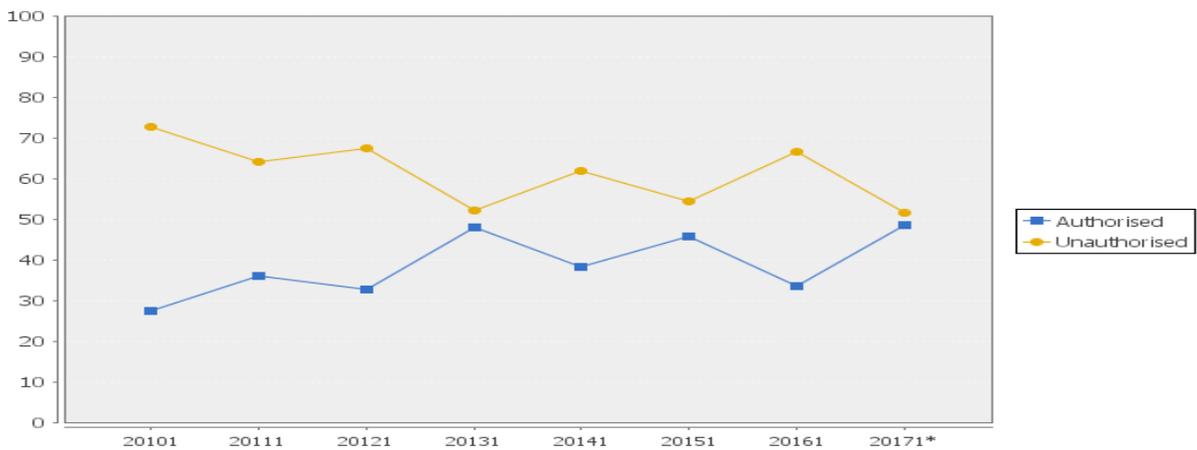
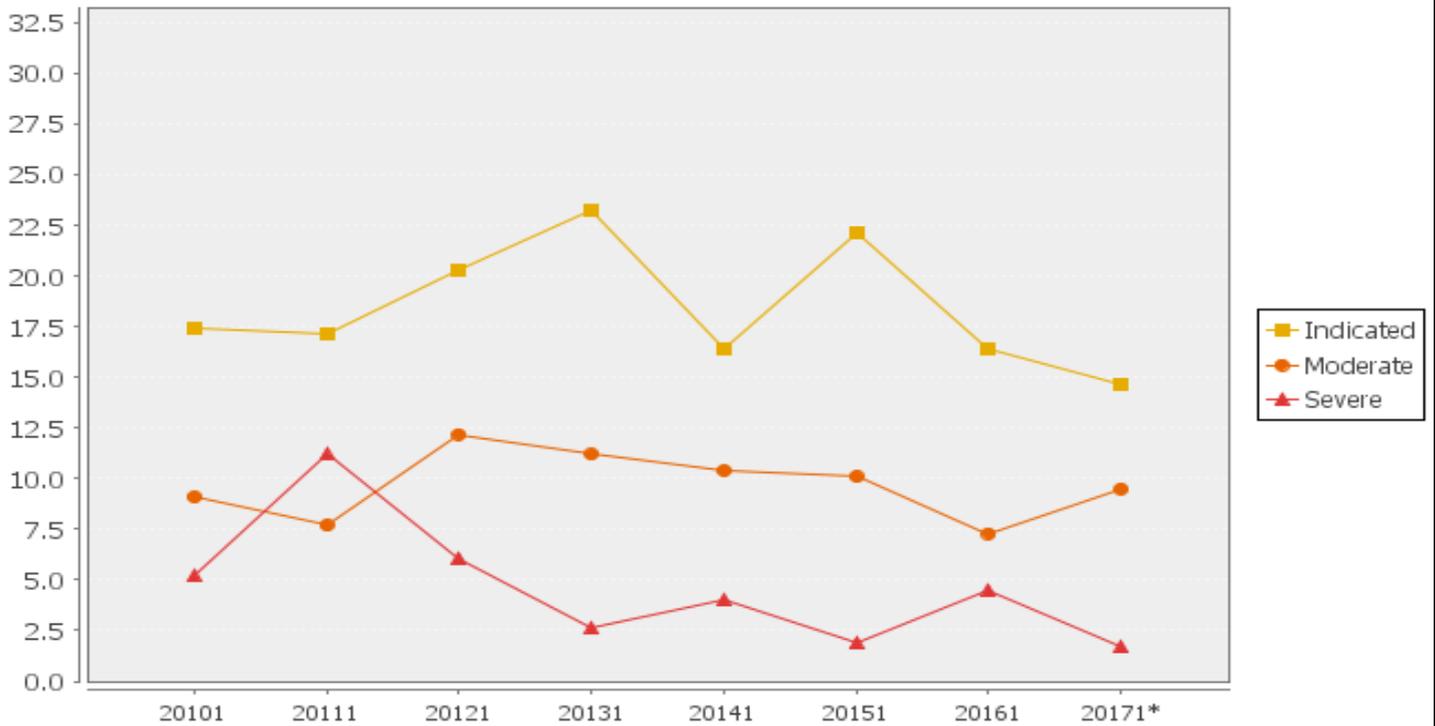


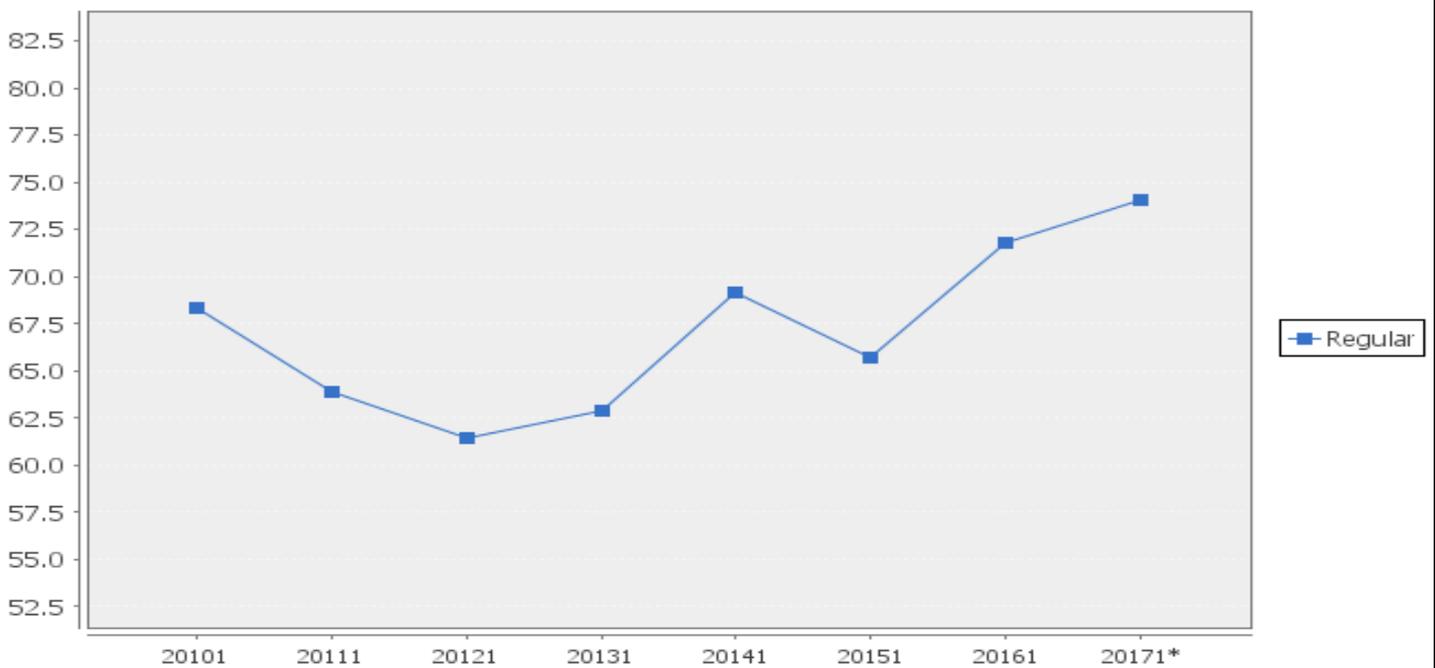
Chart 3: Attendance Risk Category Analysis by Collection Period for LOCKRIDGE PRIMARY SCHOOL



* indicates that data is not final.
attendance rates.

Note that this chart shows the proportion of students in each category, not their

Chart 4: Proportion of Students in Regular Attendance Category by Collection Period for LOCKRIDGE PRIMARY SCHOOL



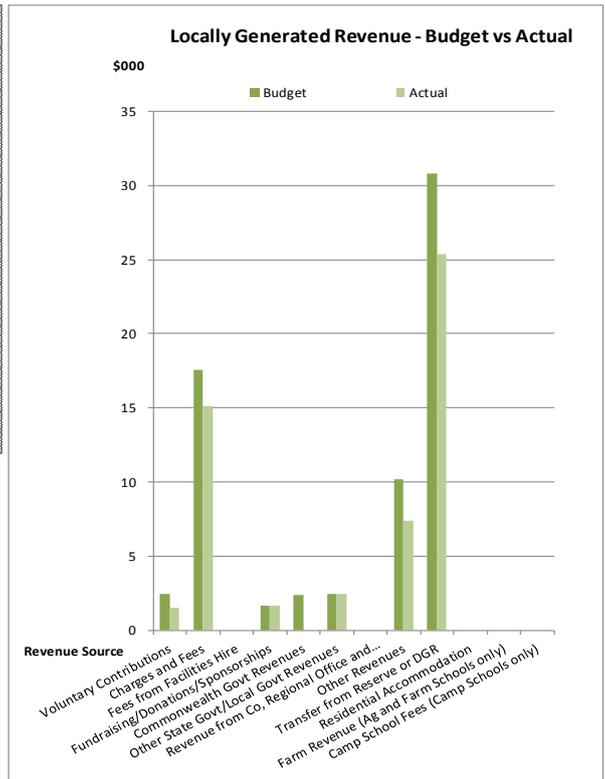
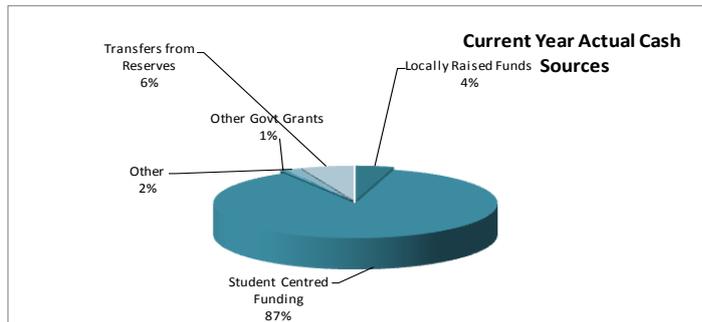
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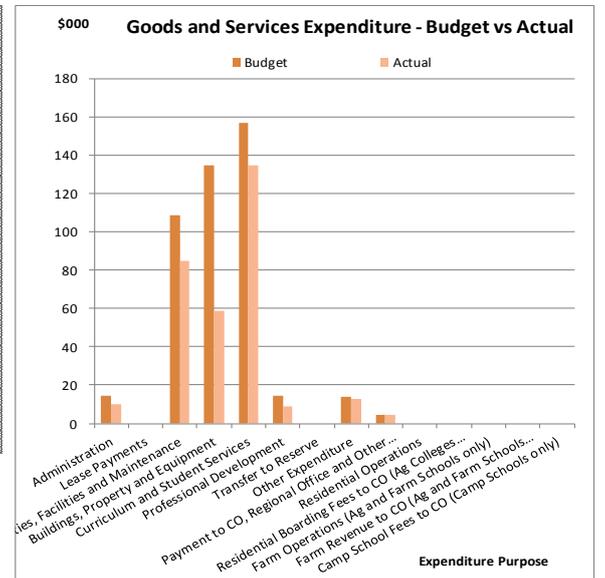
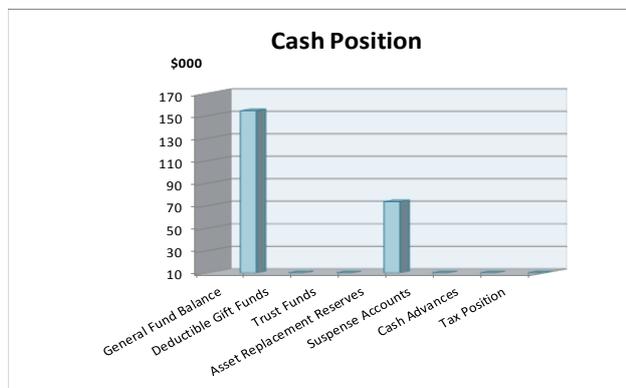


Lockridge Primary School Financial Summary as at 31 December 2017

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 2,440.00	\$ 1,530.00
2	Charges and Fees	\$ 17,558.00	\$ 15,125.07
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 1,646.00	\$ 1,635.55
5	Commonwealth Govt Revenues	\$ 2,400.00	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,475.00	\$ 2,475.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 10,185.00	\$ 7,423.05
9	Transfer from Reserve or DGR	\$ 30,800.00	\$ 25,400.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 67,504.00	\$ 53,588.67
Opening Balance		\$ 48,311.00	\$ 48,310.93
Student Centred Funding		\$ 366,142.00	\$ 366,141.96
Total Cash Funds Available		\$ 481,957.00	\$ 468,041.56
Total Salary Available		\$ 3,253,580.00	\$ 3,253,580.00
Total Funds Available		\$ 3,735,537.00	\$ 3,721,621.56



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 14,580.00	\$ 10,145.50
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 108,400.00	\$ 84,521.47
4	Buildings, Property and Equipment	\$ 134,331.00	\$ 58,983.69
5	Curriculum and Student Services	\$ 156,928.16	\$ 134,824.48
6	Professional Development	\$ 14,154.83	\$ 8,652.04
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 13,840.00	\$ 12,474.20
9	Payment to CO, Regional Office and Other Schools	\$ 4,301.60	\$ 4,276.80
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		\$ 446,535.59	\$ 313,878.18
Total Forecast Salary Expenditure		\$ 2,644,244.00	\$ 2,644,244.00
Total Expenditure		\$ 3,090,779.59	\$ 2,958,122.18
Cash Budget Variance		\$ 35,421.41	



Cash Position as at:	
Bank Balance	\$ 226,454.71
Made up of:	\$ -
1 General Fund Balance	\$ 154,163.38
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 73,417.33
5 Suspense Accounts	\$ 340.00
6 Cash Advances	\$ -
7 Tax Position	\$ 1,466.00
Total Bank Balance	\$ 226,454.71

Behaviour Management

At the beginning of 2017 Lockridge Primary School staff were presented with a refresher of the school's existing Behaviour Management Policy, which has been in place since mid-2012, and leans heavily upon Classroom Management Strategies (CMS) and the work of Bennett and Smilanich, in establishing classroom approaches to defuse potentially difficult situations before they begin. The school made a significant investment in CMS training between 2011 and 2014, and two further staff undertook training during 2015. The existing policy had been successful in establishing consistency and confidence among staff, and had seen a considerable reduction in negative behaviours since its inception in 2012. The refresher was necessary as there had been a significant turnover in staff in the years since the policy was written, and it will be reviewed and adjusted as necessary in 2018.

A major component of the Behaviour Management Policy is the concept of Good Standing. All students are aware of the need to remain in Good Standing, meaning that they are able to access the full range of activities outside the normal classroom curriculum, including incursions, excursions, and before and after-school sports activities. Those students who remain in Good Standing over a five week period are rewarded with a 'reward play' session on the school oval, where they are able to interact with staff members in a range of games and other activities. Further rewards for positive behaviour are built in to the school's programme, with tokens for individuals leading to a weekly draw, and culminating in the termly Bike Draw, which has proven to be a very popular incentive. Class teachers and specialists also use a variety of methods of incentivising good behaviour, and work with students to develop rules and processes which are easy to follow and allow students to develop social skills and self-regulation.

Social skills (also known as pragmatics) are a major component of the Whole-School Literacy Plan, and have been identified as a major factor in encouraging good behaviour. Analysis of negative conflicts in school over time has shown that many incidents escalate from a lack of vocabulary for expressing feelings and emotions. This can lead to frustration and name-calling, which can lead to verbal or physical conflict. Teaching pragmatics as part of the Literacy Block will become a routine method of tackling behaviour at source, along with developing a vocabulary with which students can communicate their frustrations without resorting to negative behaviour. Any behaviour incidents which need to be passed outside the classroom setting are entered into Integris by the Deputy Principal, and reports generated to inform staff of current trends in behaviour, the causes associated and the responses assigned to those behaviours. The analysis also forms part of a planning cycle in terms of teaching social and emotional education. It can also help the staff to target their proximity during recess and lunch duties, and to build relationships with students who are experiencing difficulties in behaviour.

During 2017, the school organised two sessions of training in identifying and tackling behaviours associated with childhood trauma. It was important that staff were given an opportunity to learn that some behaviours could not be predicted from events in school, and that in some cases erratic or negative behaviours may be the result of brain plasticity. Staff engaged with these sessions, and identified ways in which they could reduce the impact of trauma on students' behaviour towards both staff and other students.

Analyses of behaviours from the Integris system, coupled with the anecdotal evidence of school staff members, are presented to staff regularly, and any suggestions for adjustments to policy and procedure are welcomed at these times. An analysis of negative behaviours for 2017 can be seen below.

There is a need to provide much more emotional support in the Year 3 and 4 age groups. This has emerged as a consistent area in the school where negative behaviours involving verbal and physical conflict arise. In recognition of this, the administration engaged with staff members to form phases of learning teams which follow a two-year cycle (Year 1-2, Year 3-4 and Year 5-6) allowing relationships to be formed and developed between students and their teachers, and allowing staff to provide more social and emotional support for their students. In deciding on staffing for 2018, consideration was given to building teams with the appropriate skills for building emotional intelligence within those particular age groups.

There is a continued recognition of the need to reward positive behaviours, and this will continue into 2018 via playground tokens, class reward systems, Letters of Recognition and faction challenges relating to specific, targeted behaviours.

The school plans to undertake the Peer Support Australia program for 2018, to provide the 'vertical connectedness' which is referred to by experts as a safeguard against negative behaviours attributed to mental health concerns. This is scheduled to begin in Term 2 after preparation and training with senior students late in Term 1.



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Student Services Report

In 2017 we had approximately 119 children identified as 'At Educational Risk' for varying learning, social and physical needs. These children were placed on Individual or Group Education plans to support their needs. Two of our children are eligible to receive 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 will continue to consult with parents regarding Education and Behaviour Plans. Parents are informed of the targets 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 to Lockridge Child Development Service will continue to be a priority for Kindy and Pre-primary as early intervention is the key to getting our students off on the right track with their learning. It is critical that these referrals are done in the early years as the wait lists can be up to 18 months and after a child turns 8 there are limited services available to them.

Teachers have continued to access the services of SSEN D. Darin Heintz has made herself available to support teachers in writing IEP's, IBMP's, Escalation profiles and strategies to assist learning. We will continue to access this service in 2018. Other external providers visit our school regularly to offer Speech Therapy, Occupational Therapy and Clinical Psychology. Lockridge primary School will continue to access these very beneficial services.

One of the services that has been extremely beneficial to students and their families is the BKids Clinical Psychology Service. Children and their families who require psychology services are offered an opportunity to access 6 sessions under Medicare with the possibility of an additional 4 sessions.

The Department of Community Protection and Family Services, formerly DCP, will continue to play a vital part in supporting children at our school in their care.

In 2017 we have continued to implement the Minilit and Multilit programs. These programs support children who are having difficulty with literacy development. We have also trialled a program called Fast Forward for children with severe working memory disorders.

These programs have all proven to be very successful so we will be continuing them in 2018.



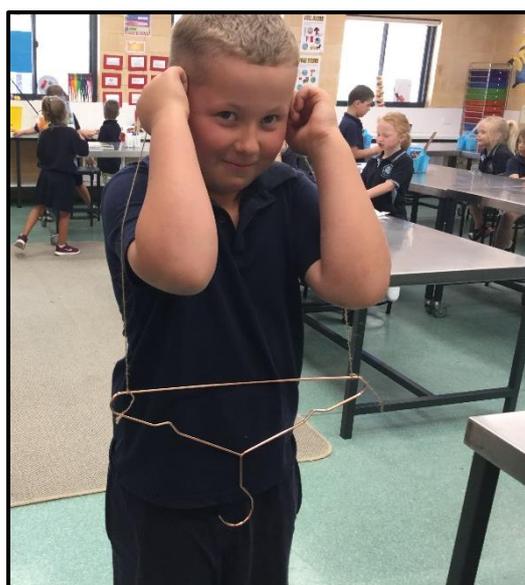
Science Report 2017

This year in Science, each class has covered specific topics across the four main areas of Science Understanding; Earth and Space, Biological, Chemical and Physical sciences.

The first half of the year saw students' focussing on Earth and Space and Biological Science, learning about key concepts such as living things, changes to the Earth's surface and the weather. The students explored these concepts using a variety of resources such as ICT, interactive models and diagrams as well as creating their own representations to show their understanding.

Additionally, in term 2 Lockridge Primary School was privileged to host a Forensics Science incursion. This was a fantastic opportunity to see how science is applied in real life situations and can be used to solve 'mysteries'. The students got to work together to find forensic clues to solve a given mystery. The activities they completed covered a wide range of concepts such as fingerprinting, UV light, code cracking and pH scales. At the end students had the opportunity to ask questions about science in the workplace, particularly the variety of jobs and situations in which forensic science is used.

Terms 3 and 4 saw a change of topics, now focussing on Chemical and Physical Sciences. The lower school focussed on how things move, sound, light, physical change and mixtures while years 3 to 6 covered concepts such as forces, energy, light, electricity, reversible and irreversible changes and heat. During these terms there was a strong emphasis on inquiry and investigation. Each week the classes participated in guided or independent experiments and investigations to explore, discover and elaborate upon their topic. This challenged the students describe and explain their observations and incorporate the scientific method into their practice. In addition, students were always encouraged to have a go and ask questions in class, developing their critical and creative thinking skills and their overall ability to apply their understanding to the real world.



Week 5 of term 3 this year was International Science week. To celebrate, the pre-primary's through to year 6's had the opportunity to not only witness but also participate in several experiments using dry ice. Following the scientific method the students predicted, observed and explained their observations as the solid dry ice sublimated into carbon dioxide gas when placed into water. They then took this basic concept and changed the variables; what will happen if we add food dye to the water? What about detergent? The excitement and engagement of the students across all classes was palpable and they all participated and completed the activities with the upmost respect for safety.



Science provides a fantastic opportunity for cross-curricular learning, particularly with the growing interest in STEM (science, technology, engineering and maths) based activities. For example, maths is continuously integrated via formal and informal measurements, be it using streamers to measure distance in pre-primary, thermometers to measure temperature, string to measure diameter or graduated cylinders to measure volume. Technology has a key role in the students' science learning via videos, interactive online models and animations, iPads and for upper primary creating their own circuits and exploring successful and unsuccessful circuit connections. Finally, engineering is incorporated when students create simple structures that represent their science ideas, adding another level to their engagement and learning. For example, year 2's explored the force of gravity and air resistance via making their own paper planes and parachutes and then testing and comparing their flight in guided investigations.

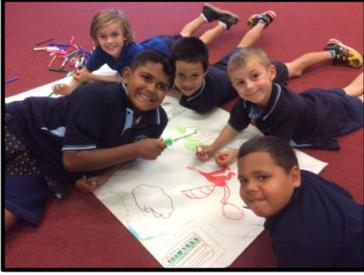
Overall, 2017 has been an exciting year in science challenging the students thinking and encouraging them to think scientifically, creatively and critically then applying this to real world situations.



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Performing Arts Annual Report 2017



Drama, like all art forms, provides opportunities for people to be creative, experiment with expressing themselves and be part of a shared experience. None of this can happen without taking, (safe), risks. In drama we aim to provide a supportive environment where creativity can flourish, people can momentarily fail; learn from this failure and create even better work.

This new work can only be created when we are given the time to analyse, judge and respond to our work and the work of others. Students are also given plenty of opportunity to practice being respectful audience members.



All drama projects, activities and games aim to contribute to Lockridge Primary students being well-rounded, caring, creative, and resilient members of our community. Our aim is to have fun doing this!

And yes we have had fun in 2017.

It has been a joy to watch the children develop their creative skills. They have been immersed in quality children's literature that has been used as a stimulus to create drama works. This has increased their vocabulary, helped them predict what happens next, and see stories from different characters' points of view. All of which are valuable literacy skills.



We have had several guest performers visit us during the year. We worked with Musica Viva to bring in Adam Hall and the Velvet Players. Leading up to the visit, all classes had fun exploring the songs that the musicians later played. The performance had a huge amount of energy and was well received by students and some families that attended.

To help us celebrate Book Week, we were visited by Wake Up and Read performer Ozo. He performed magic tricks, sang, performed puppetry and told his story about learning to read. He very passionately encouraged the children to read as much as possible. The tricks were good but I believe the performance went on a little too long.



All students watched the performance Paper, Scissors, Rocket by W.A's flagship contemporary dance company, Co:3. This was a very engaging performance and the two dancers held the students' attention from start to finish. It was a funny and highly skilled performance. It was a joy to watch the children who were captivated by the performance.

We entered around 30 students into the story/dance competition Wakakirri. Ms Hedington did a wonderful job to choreograph the performance while I focused on the organizational side of things and added the acting tips. Again we were lucky to have the support of Ms Hedington's contact, Denise, who supplied the costumes. We were also supported by Mr Weser, (with the award winning backdrop), Mr Knight for delivery of it, and Mr Flahavin and Mrs Lane for backstage support on the night. The children also appreciated the support of the staff that bought tickets and came to the performance.

The decision has been made that we will not enter Wakakirri in 2018. The plan is to enter every second year instead.



Choir ran at lunchtimes for most of the year. The students had fun choosing their songs, working as a team and performing. Highlights were; Destiny singing The Cup Song as Ashley and Trina worked 'the cups', Jayden and Alyssia performing to the choir singing True Colours and their last performance that included some of the youngest members of our school singing solo parts. I was immensely proud of their courage and talent, as I'm sure their parents were too.



In 2018 we look forward to working with a voice/music specialist, Ms Sophie Moletta. She will run the choir sessions with me, sharing her expertise with all of us. This will be made possible with support of The Song Room.

Due to our contacts that developed in 2016, the West Australian Ballet asked us to participate in their program again in 2017. Mr Kriziotis took the reins this year and took the older students to a performance of The Great Gatsby. Prior to going to The Regal theatre, I hosted a series of workshops with the ballet where many of our students were taken through some classical ballet steps. The students showed grace in their movements and were very attentive to our visitors.



At the start of the year I took 8 students to Governor Stirling Senior High School after school to participate in a series of improvisation workshops. This culminated in a night performance where parents and friends watched. Mrs Monck volunteered her time to usher half of the students to and from GSSHS and this was greatly appreciated. I will be taking a team of 4 in 2018.

In Semester two I started the After School Drama Club. I selected students from all years based on their behaviour in class, level of skill and/or enthusiasm for drama. In term 3 we focused on team building and improvisation skills. In term 4 the students made up a Christmas song, recorded it and rehearsed for the Christmas concert. There has been much laughter during the semester and it was a pleasure to run this club.

Overall, it has been a great year and I look forward to working with these vivacious kids in 2018.



2017 Sport Report

The 2017 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 application.

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 endeavour to create.

Fundamental Movement Skills: Our Thursday morning FMS program was a huge success. Students from UWA ran different activities before School. This was aimed at Year 1 & 2 students.



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, totalling 99 students from Years 3-6.
- NRL 'Macquarie Skills day'
- Hockey & rugby coaches running skills clinics at the School

Fantastic Inter faction Carnivals of Cross country & Athletics brought the school together with plenty of Parents showing their support. Students arrived early with their colourful shirts and faction face paint. Our P&C were in support and kept busy on the day with the BBQ and cake stalls.

Cricket 'Big Shots': We introduced the new bowling machine to our Wednesday & Thursday morning cricket sessions. Students had the opportunity to hit a bucket of balls and we had some huge shots. A Year 3 boy was amongst some of the best hitters, great hand eye coordination. (The Staff also enjoyed coming down for a hit!)

Inter School

Lockridge girls competed well at Dockers Cup Football, winning the South of the river competition. NRL tackle saw the girls' finish third in WA and cricket was very exciting with the girls narrowly missing out on state finals at the WACA.



Our mixed flag-belt rugby team comprised of some Year 3's and even made it to State. Channelling ones aggression and utilizing our energy in a positive way has continues to be at the forefront of many conversations throughout the year. Sport this year has been fun and an example of this was the rugby finals where we had our own bbq and party bus with disco lights and a dance floor.

Thank you to the Year 6 students and those natural leaders that emerged on the sporting field inspiring their team mates.



It was also pleasing to see individuals understand the values around sport. Such respectful attitude, more focused approach to lessons, constant help with setting up, washing and hanging up team clothing, these are more important than the passing/catching skills you learn on the field.

Philip Oliphant
PE Teacher

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2017 Celebrations

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 Yr. 5 NAPLAN results showed that we maintained a result along the lines of 'like schools'. This result was heartening.

The school conducted a number of workshops for parents to raise 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 [tell, attend, listen, know] literacy 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 second 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, digital coding, cheerleading, AFL and soccer.



The children from Yr. 1 – 6 attended the His Majesty's Theatre on three occasions during the year. This was courtesy of the WASO & 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, we had 'Eagles Rock My School' on May 1st promoting team spirit, healthy eating, being active and playing nicely. 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.

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.

We had an Anzac Day Service, run by B2 ,Year 4/ 5 on the 7th 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. This is well supported by students and parents.

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 Dwellingup.

Our whole of School Christmas concert and Awards Ceremony was held on the 13th of December.

The school continued with the Families and Schools Together [FAST] Program. This is run in partnership with CLAN Midland and United Way.

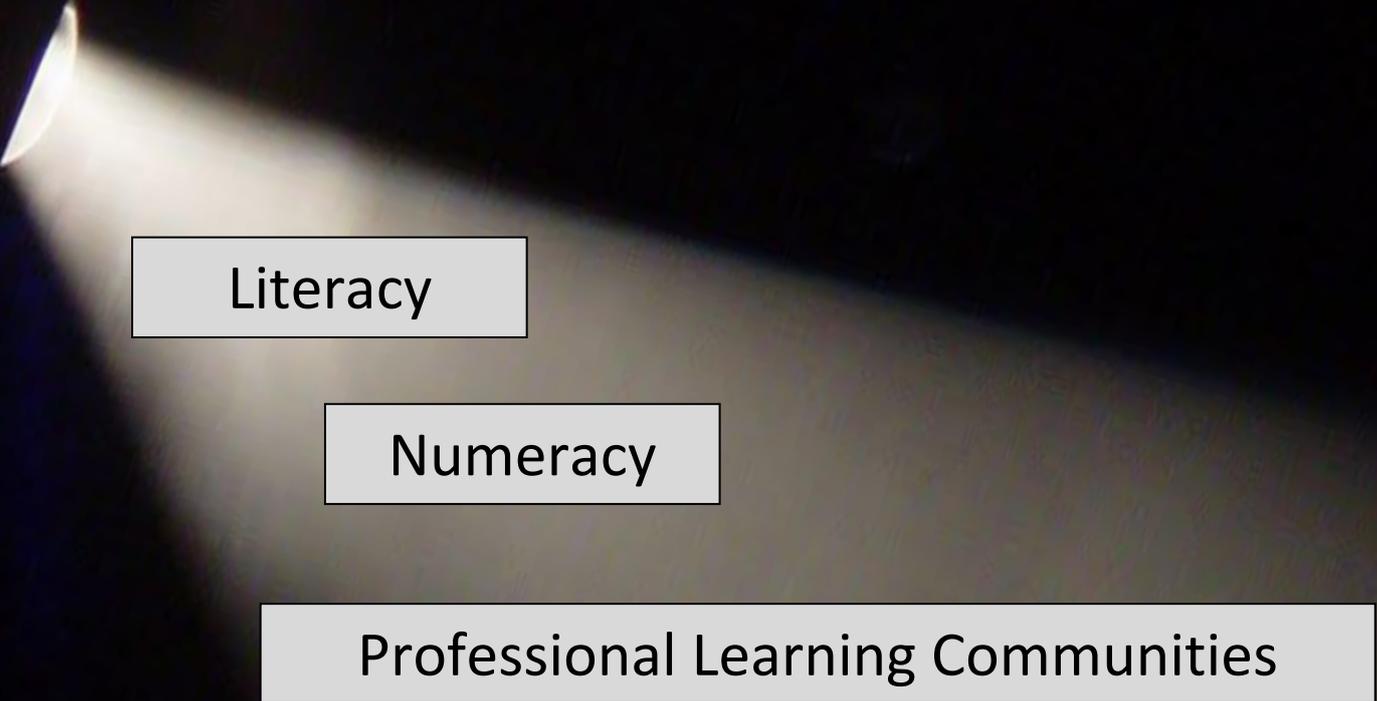
The school mentored many pre service teachers. This provides a rewarding experience for the students, Mentor Teachers and Pre Service Teachers alike.

We partnered with OneSight- a group of volunteer opticians- to provide all of our students with vision screening and follow up interventions at no cost to our families.

We partnered with the Smith Family to start a Learning Homework Club for the duration of Semester 2.

We conducted a Digital Technologies Support Program where a specialist teacher worked shoulder to shoulder with the class teacher to implement the program.



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Literacy

Numeracy

Professional Learning Communities

Pedagogy Development

Social Skills

Spotlight 2018