



Annual Report 2018

Independent Public School

2018 Staffing Profile

Principal

Mr G. Brown

Associate Principals

Mrs J. Webb
Mrs D. MacKenzie
Miss T. Murray
Ms J Radford

Manager Corporate Services

Mrs L. Phillips

School Officers

Mrs T. Tasovac
Mrs M. Bonfield

Library Officers

Mrs L. Walker

Classroom Teachers

Mrs C. Lee
Mrs S. Thorpe
Mrs K. Doherty
Mrs M. Della Santina
Ms S Howie
Ms S. Langborne
Mrs H Jardine
Ms J. Radford
Mrs N. Scorer
Mrs M. Borrett
Mrs V. Stockschlader
Miss B. Kinnear
Mrs J. Penna
Mrs N. Darroch
Mrs A. Cook
Ms J. Brittain/Mrs E. Bray
Miss E. Dunbar
Mrs J. Needs
Mrs C. Morrison
Mrs L. Von Kelaite
Mrs C. Strydom
Mrs A. Crockenberg
Mrs R. Shinnars
Mrs A. Watson
Ms M. Bouverie
Ms S. Mauchline
Mr R. Alcock
Mrs D. Mills
Miss G. Parker
Ms H. Simpson
Ms Z. Wagner
Miss H. Simpson
Mrs R. Stocker
Mrs D. Moses
Mr P. Lawry
Mrs K. Preedy
Mrs K. Wray

Specialist Teachers

Miss S. Beahan
Mrs T. Wilson
Mrs S. Locker
Mrs M. Reynolds
Miss B. Smith
Ms S. Gerth
Mrs E. Griggs

Education Assistants

Mrs A. Gates
Mrs L. Pugh
Mrs C. Borbas
Mrs L. Doggett
Mrs J. Anthony
Mrs D. Bywater
Mrs T. Davers
Mrs A. Crookes
Mrs V. Docters
Mrs J. Albin
Mrs M. Chesi

Support Staff

Ms J. Crozier DFEA
Ms R. Glaser Psychologist
Mrs M Pretorius Chaplain

Canteen Manager

Mrs S. Cheesman

Gardener

Mrs B. Williams

Dear Parents and the School Community,

I would like to present to you the 2018 Annual Report. The report highlights student achievements as measured against the targets set out in the 2016-2018 Business Plan and as required in the Delivery and Performance Agreement with the Department of Education. It is also a celebration of school and student achievements for the year.

Sincerely

Gary Brown

Principal



Principal's Report

Settlers Primary is located in the rapidly growing southern Perth suburb of Baldvis, approximately 46kms from the city. The academic and social achievements by our students this year continues to show improved outcomes. Our focus remains on developing the whole child, academically, socially and emotionally. This is a role we perform with the close relationships staff have built with students, parents, carers and the wider community.

This year we have focused on improving the teaching and learning environment by enhancing the school digital technology environment and enhanced classroom technology access.

A broad curriculum is delivered with specialist teachers in Physical Education, Visual Arts, Science, German language in Year 3 and Performing Arts areas. We have established an explicit teaching focus (Memory Makers) in all classrooms and cater for specific groups with our Literacy Leapers and Racing to Read programs.

Settlers Primary School has a strong commitment to student engagement and well being throughout the curriculum and this is reflected through the new Values and the Settlers Way engagement programs operating under our student "Good Standing" policy. The Settlers Way program sets clear expectations for student behaviour and acknowledges students who strive to do their best and follow our school rules and values. (Report included)

Community support: We have again enjoyed tremendous support from our community through the P&C and highly involved parents. I would like to thank the many dedicated parents and friends who put in many hours of voluntary work to raise funds to improve the learning opportunities of our students including supporting curriculum activities and celebrating special events (Report included).

School Governance: A special acknowledgement to our School Board members for their very active and supportive governance this year in setting our school vision, policy, monitoring planning and building on our strong community culture. (Report included).

We have had numerous celebrations and high achievements by students in all areas. Of particular note was the performance of a magic musical "The Wizard of Oz", the many sporting activities we participated in, our first Night Market, our Year 6 Camp to Rottnest, Rocket Launching and Star Gazing, numerous special events such as the Colour Run, Book week, Dress like a Pirate Day, NAIDOC week, the strong relationships we have built in our community and student academic achievements reflected in exceptionally good NAPLAN data. We look forward to the new challenges of the 2019 school year.

School Governance

Our Mission Statement

To provide all students with a safe and caring environment that encourages honesty, and respect of self, fellow students and community while working co-operatively to enable each student to reach their potential.

Message from the School Board Chair to the School Community,

Your Settlers Primary School Board is represented by parents, staff and community members and through our meetings we have robust honest discussions where we liaise with each other as a whole and come to decisions that will serve to enhance the learning experiences of all Settlers students.

This year the Board has overseen the end of the current Business Plan with celebrations of the goals that we have achieved being reported here in the Annual Report.

As a Board we:

- Review annual and monthly budget and financial information through sub-committee engagement and as a whole board;
- Review and endorse planned expenditure to enhance the educational experience of all students and facilitate the needs of the Settlers teachers;
- Review existing policies and procedures the school utilises and amend where required; and
- Participate in self-reflection as a Board and how we can be more effective in achieving the goals set and where we can improve

This year we continued to monitor the milestones and goals set from the Business Plan for the three year period (2016-2018). Through this we reviewed and discussed the targets that have been set and the effectiveness of school based programs such as Memory Makers, Literacy Leapers, Mathletics and the school musical in achieving these goals.

As a School Board in 2018 we:

- Endorsed the 2018 School Budget including how State changes can be worked through to still benefit the school;
- Endorsed the 2018 Operational Plans;
- Reviewed NAPLAN Data
- Engaged in continuation and Succession Planning for School Board tenures – both welcoming and farewell members.
- Endorsed and collaborated with the newly formed Student Board and Student Voice. *It was thoroughly enjoyable to have the Student Board join us at a School Board meeting where students shared their ideas for school improvement. Well done to you all!*
- Discussed capital upgrades through the school including:
 - Air conditioning installed in the undercover area;
 - Carpeting of the undercover area;
 - Removal of the defunct water tanks and subsequent upgrade between C & D block upgrades

Again this year, representation on the School Board has included a P & C member and School Chaplain, Marlice Petorius who provided us updates on what the P&C are striving to achieve for fundraising goals as well as her role in supporting students as a Youth Care Chaplain.

We thank the P&C Members for their contributions and time given and to all their fundraising efforts and events that have occurred through the year. I for one know the Colour Run created lots of enjoyment for students, teachers and parents alike! All students and staff should be highly commended for a fantastic year, their continued improvements and achievement of wonderful results through NAPLAN shows that as the Settlers Community we all work together to achieve our set goals.

Next year will begin a new three year Business Plan cycle where our future aspirations and goals as a school community will be worked towards and a new School Board Chair will be elected to hold steady through the three year cycle.

I wholeheartedly thank all the Board members who volunteer their time to attend meetings, training and provide their valuable feedback and guidance within these meetings. It has been a pleasure to undertake the role of School Board Chair for these last 3 years.



Katrina Mohsenin
School Board Chair



Harmony Day - families proudly displaying their cultural heritage

2016-2018 School Governance Expectations

School compliance with the Delivery Performance Agreement for Independent Public Schools and the School Funding Agreement.

The school has met DPA requirements and yearly Funding Agreements demonstrated through monthly financial audits and the operation of a Finance Committee and School Board. The school has ensured Salary Expenditure each year has not exceeded Department funding. The school has met the Department 96% expenditure requirements in each of the past three years.

Demonstrate delivery of high quality education evidenced in the cyclic review of the school.

The school collects a range of student performance data to evaluate student progress against Operational and Business Plan targets. The school reports to the community yearly in the Annual report on our progress in meeting the Business Plan Targets. Operational Plans and targets are reviewed yearly by staff and adjusted to reflect Education Department directions and requirements and student performance. NAPLAN data is also reviewed by the staff and School Board, targets are reported yearly in the Annual Report.

Improvement in Information and Communication Technology. (Digital Technology)

Improvements have continued in the area of Digital Technology evidenced by school compliance to Department expectations on technology compliance. Expenditure over this school planning cycle has been 2016: \$131,642, 2017 :\$69,129, 2018: \$94,862. Digital Technology continues to be the largest expenditure item, this ensures students have access to iPads, Notebook and desk computers at a ratio as required by the Education Department. The school is NAPLAN On Line ready for 2019. Expenditure in 2019 will continue to be similar to 2018 levels.

Implementation of Government and Department of Education legislation and policy requirements including budget and workforce planning.

The school has complied with Education Department legislation and policy evidenced by the effective operation of school management as an Independent Public School. Public Sector Standards for staff recruitment have been complied with resulting in the appointment of staff to permanent positions where ever possible. Performance Management has been undertaken by all staff. Classes have been structured in accordance with Department guidelines. Effective financial management has ensured each year there has been a salary surplus that has then been added to the following year's funding. The effective management of financial resources has ensured all support programs have been funded from available sources.



Parent Information Session - Reading For Success



SCHOOL BOARD 2018



Katrina Mohsenin
Board Chair



Gary Brown
Principal



Tarryn Murray
Staff



Dionne Moses
Staff



Kristine Stout
Parent Representative



Alan Mcleod
Parent Representative



Adrian Bell
Parent Representative



Omar Haji
Parent Representative



Paul Newell
Parent Representative



Marlize Pretorius
P&C Representative



Travis Gould
Parent Representative



Joan Crozier
Community

Success for all students Early Childhood Education (Kindy-Pre-Primary) Targets 2016 to 2018

75% of students will achieve 1.0 points, or above in Numeracy On Entry Assessment conducted at the beginning of Term 4.

Year	Learning Area	Target	Actual	Have we achieved the target?
2016	Numeracy	75%	93%	Achieved
2017	Numeracy	75%	90.36%	Achieved
2018	Numeracy	75%	98.8%	Achieved

Targets have been achieved and exceeded in all years. Continued reflective practise has ensured strong growth and achievement demonstrated by the data. Future direction will be to continue refining practise; including further embedding vocabulary and an even wider range of hands-on materials and activities, in line with the future whole school direction.

70% of students will achieve 0.8 points or above in Reading On Entry Assessment conducted at the beginning of Term 4.

Year	Learning Area	Target	Actual	Have we achieved the target?
2016	Reading	70%	72%	Achieved
2017	Reading	70%	75.9%	Achieved
2018	Reading	70%	80%	Achieved

Targets have been achieved and improved upon each year. Teachers will continue to reflect on and refine practise, maintaining their focus on explicit teaching, questioning and differentiation to sustain and build upon current standards.

60% of students will achieve 0.7 points or above in Writing On Entry Assessment conducted at the beginning of Term 4.

Year	Learning Area	Target	Actual	Have we achieved the target?
2016	Writing	60%	61%	Achieved
2017	Writing	60%	68.67%	Achieved

Initial targets were met. Unfortunately, the lack of system data prevents us from definitively stating targets were met for 2018. However, the improved grades on the school reporting system in regards to Writing, support our belief that the target would have been met, should the system data have been available. Teachers will continue the successful approaches undertaken in 2018 based on phonics and phonological awareness development to progressively build the writing skills of all students utilising explicit teaching and differentiated groups.

Success for all students Middle Primary (3-6) Targets

Maintain 90% or more of Year 3 students achieving 'At or Above National Minimum Standard' in all NAPLAN areas (Reading, Spelling, Grammar and Punctuation, Writing and Numeracy).

Learning Area	% of students 'At or Above National Minimum Standard in 2018 at Settlers Primary	Have we achieved the target?
Reading	97%	Achieved
Writing	95%	Achieved
Grammar & Punctuation	96%	Achieved
Spelling	98%	Achieved
Numeracy	99%	Achieved

Maintain 90% or more of Year 5 students achieving 'At or Above National Minimum Standard' in all NAPLAN areas (Reading, Spelling, Grammar and Punctuation, Writing and Numeracy).

Learning Area	% of students 'At or Above National Minimum Standard in 2018 at Settlers Primary	Have we achieved the target?
Reading	98%	Achieved
Writing	91%	Achieved
Grammar & Punctuation	94%	Achieved
Spelling	99%	Achieved
Numeracy	98%	Achieved

School Growth from Years 3 to 5 will be in the "High Achievement": quadrants when compared against Like Schools and WA Public Schools in all NAPLAN areas (Reading, Spelling, Grammar and Punctuation, Writing and Numeracy).

Learning Area	Comparative Area	Have we achieved the target?
Reading	Like Schools	Achieved
	WA Public Schools	Achieved
Writing	Like Schools	Achieved
	WA Public Schools	Achieved
Grammar & Punctuation	Like Schools	Achieved
	WA Public Schools	Achieved
Spelling	Like Schools	Achieved
	WA Public Schools	Achieved
Numeracy	Like Schools	Achieved
	WA Public Schools	Achieved

This table represents the data in the "Student Progress and Achievement Compared to Like Schools and WA Public Schools NAPLAN Year 3 2016 to Year 5 2018" graph. When compared against both "Like Schools" and "WA Public Schools"-Writing, Reading and Spelling fall in the Higher Progress-Higher Achievement Quadrant with Grammar & Punctuation and Numeracy falling in the Lower Progress-Higher Achievement Quadrant. Falling in the Higher Achievement Quadrant shows how SPS has achieved the target in all NAPLAN learning areas. This reflects the effective whole school teaching strategies implemented during the course of the Business Plan.

Success for all students Middle Primary (3-6) Targets

Narrow the gap between SPS and the Australian School Mean in all NAPLAN areas for Years 3 and 5 where school performance is below the mean

Learning Area	Year 3				Year 5			
		2015	2018	Have we achieved the target?		2015	2018	Have we achieved the target?
Reading	Australian Mean	426	434	Achieved	Australian Mean	498	509	Achieved
	School Mean	407	437		School Mean	478	514	
	Gap	-19	+3		Gap	-20	+5	
Writing	Australian Mean	416	407	Achieved	Australian Mean	478	465	Achieved
	School Mean	404	404		School Mean	462	459	
	Gap	-12	-3		Gap	-16	-6	
Grammar & Punctuation	Australian Mean	433	432	Achieved	Australian Mean	504	504	Achieved
	School Mean	436	451		School Mean	485	520	
	Gap	+3	+19		Gap	-19	+16	
Spelling	Australian Mean	409	418	Achieved	Australian Mean	498	503	Achieved
	School Mean	397	428		School Mean	484	512	
	Gap	-12	+10		Gap	-14	+9	
Numeracy	Australian Mean	398	408	Achieved	Australian Mean	492	494	Achieved
	School Mean	389	421		School Mean	478	491	
	Gap	-9	+13		Gap	-14	-3	

The gap between Settlers Primary School and the Australian School Mean has narrowed in all areas. Year 3 Reading, Spelling, Grammar & Punctuation and Numeracy have all surpassed the Australian School Mean with Writing only 3 points below. Year 5 Reading, Grammar & Punctuation and Spelling have also surpassed the Australian School Mean with Numeracy and Writing between 3-6 points below.

The long-term improvements in these areas reflect the successful strategies implemented over the course of the Business Plan. Maintaining the whole school intervention strategies in place for Writing and Numeracy should see all areas surpass the Australian School Mean.

2018 Student Performance

Success for all students Middle Primary (3-6) Targets

2018 YEAR 3 NAPLAN COMPARATIVE DATA					
	All Students	Male (37)	Female (43)	ATSI (1)	LBOTE (9)
Reading	437	441	434	384	450
Writing	404	394	412	402	416
Spelling	428	421	434	463	484
Grammar & Punctuation	451	443	458	335	475
Numeracy	421	436	409	374	450
2018 YEAR 5 NAPLAN COMPARATIVE DATA					
	All Students	Male (47)	Female (53)	ATSI (4)	LBOTE (12)
Reading	514	512	515	481	527
Writing	459	444	472	428	472
Spelling	512	512	512	507	522
Grammar & Punctuation	520	507	531	448	528
Numeracy	491	495	487	447	496

The number of students who represent each comparative group need to be taken into consideration when interpreting the data in the above table due to small numbers representing Aboriginal and Torres Strait Islander and Language Background Other Than English students.

In summary SPS NAPLAN comparative data shows that:

- Year 3 male students achieved higher results than females in Reading for the first time over the course of the Business Plan. This reflects the positive impact of programs like Racing to Read and Literacy Leapers. Females continue to achieve higher than males for Grammar & Punctuation, Spelling and Writing in Year 3 with Males outperforming females in Numeracy by 27 points.
- LBOTE students have the highest or equal highest achievement mean in all areas in Year 3 and 5. Last year LBOTE students outperformed all other subsets of students in Year 5 only. Outperforming both Year 3 and 5 students showcases SPS early intervention strategies for families in this category.
- Year 5 male students are only 3 points below females for Reading and they equalled achievement results with females in Spelling. The greatest difference between Year 5 female and male achievement is in Grammar & Punctuation (24 points) and Writing (28 points) with females achieving higher results. Year 5 males outperformed females in Numeracy by 8 points.

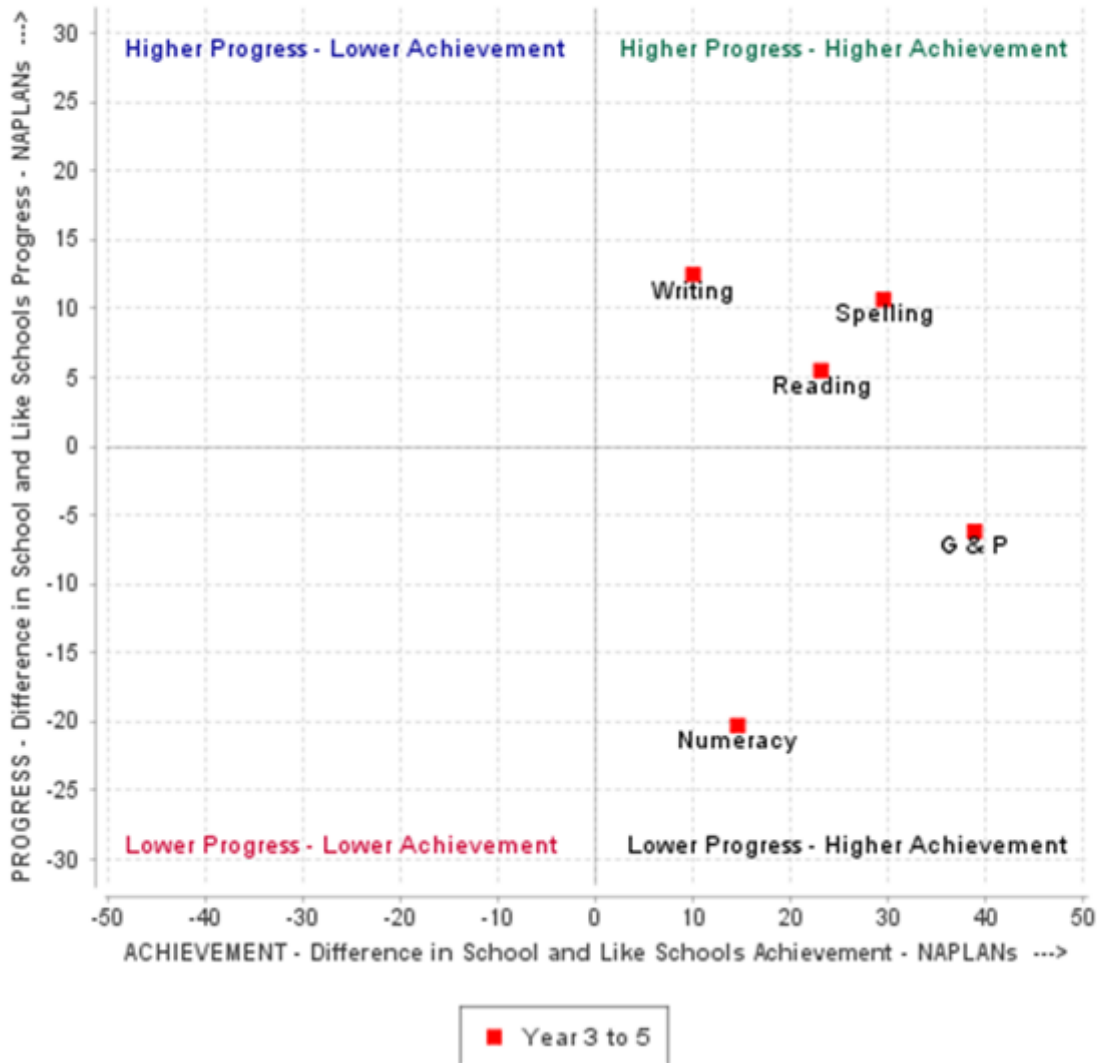


Harmony Day

Success for all students Middle Primary (3-6)

Student Progress and Achievement Compared with Like Schools

NAPLAN (2016 to 2018)

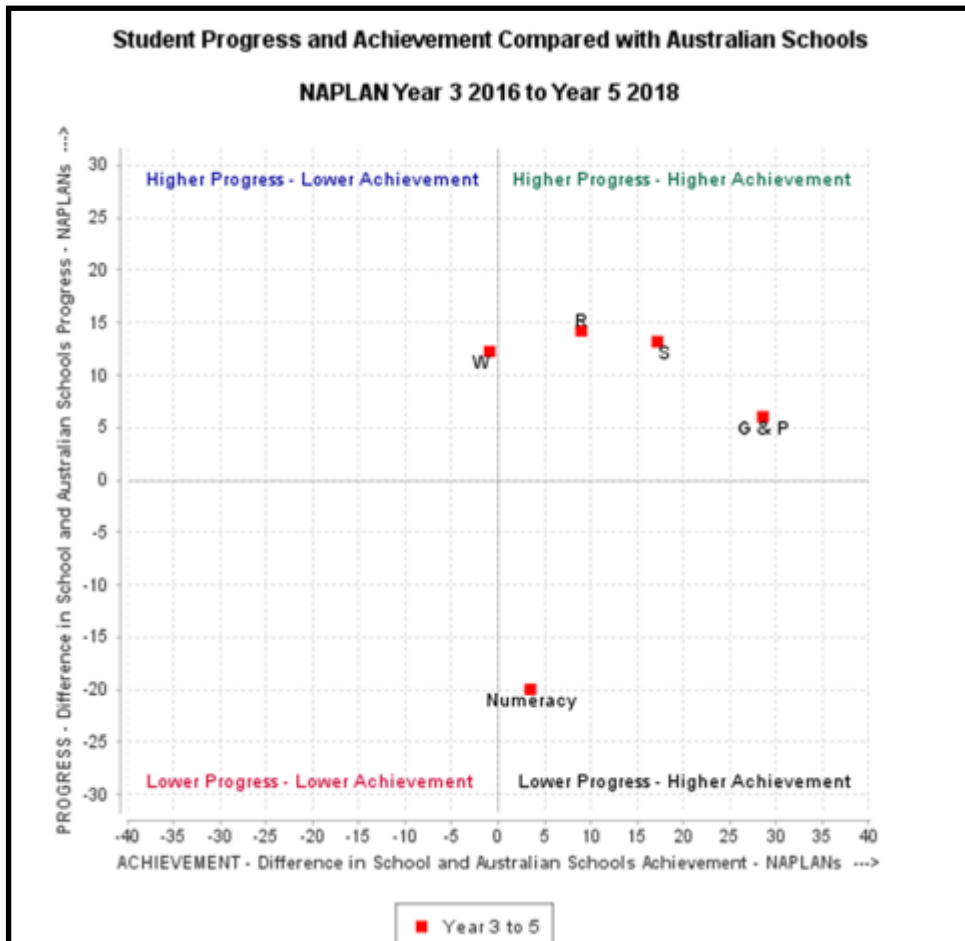
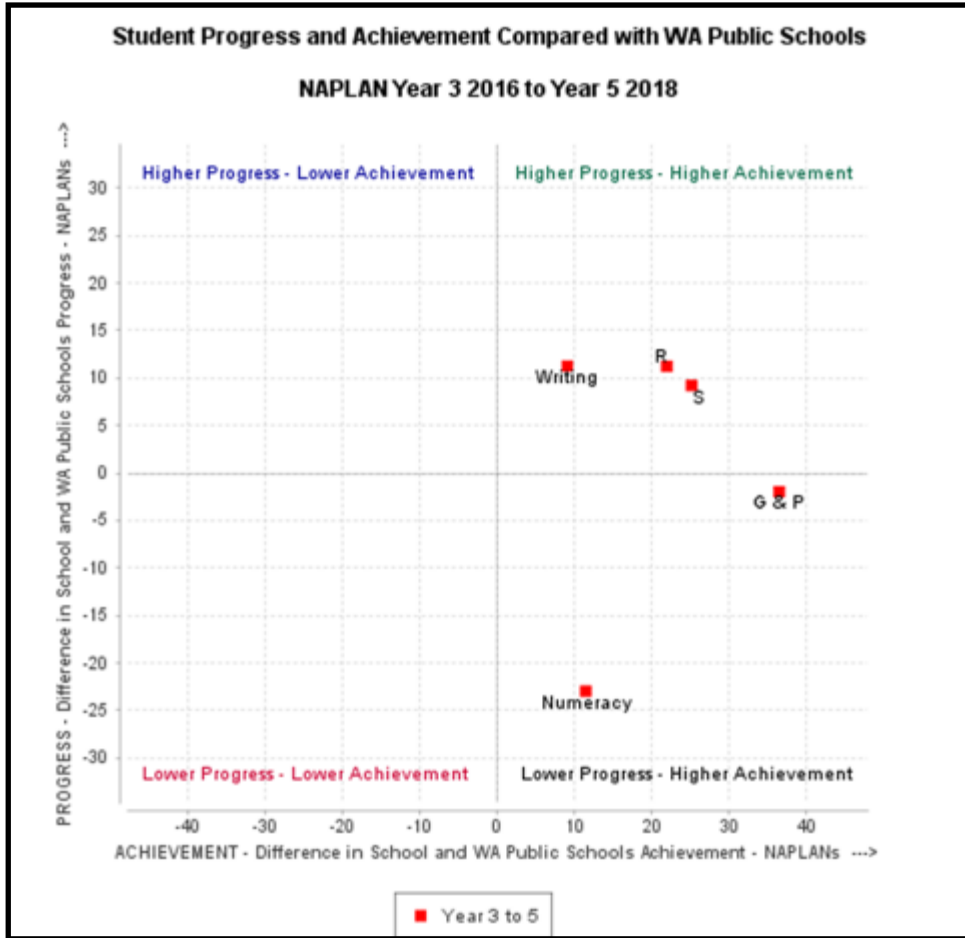


The Student Progress and Achievement graphs indicate student growth results over a 2-year period tracking results from Year 3 to 5. A Business Plan Target for the school is to have results in the right hand side of the graph when compared against “Like Schools” and “WA Public Schools”. As shown in the graphs, SPS has achieved this target.

Although we have achieved The Business Plan Target staff reflected on the possible reasons for Grammar & Punctuation and Numeracy falling in the Lower Progress-Higher Achievement portion of the graph. Staff reflected on Year 3 2016 achievement in these learning areas which are represented in the table on page 16. With an above expected achievement score of 1.4 for Grammar & Punctuation and 1.2 for Numeracy in 2016 this cohort of students needed to progress from these points to achieve at very high standards in Year 5. Although both of these learning areas achieved a higher achievement mean compared to both “Like Schools” and “WA Public Schools”, student progress for the Stable Cohort needed to improve by ~20 points in Numeracy and ~7 points in Grammar & Punctuation to have Higher Progress as well as Higher Achievement. With 2018 Year 3 results in Numeracy (1.1), Grammar & Punctuation (1.2), Reading (1.0) and Spelling (1.2) all achieving 1 standard deviation above “Like Schools”, progressing students from a Higher Achievement starting point in Year 3 will need to be a focus for SPS next Business Plan.

When compared against Australian Schools the graph shows Writing in the Higher Progress-Lower Achievement quadrant. This reflects the implementation of Whole School Programs to improve student writing skills.

Success for all students Middle Primary (3-6)



Safe and Supportive Environment Targets

Settlers Primary will maintain a comprehensive approach to student wellbeing and support services that meet the needs of students in mental health, special needs inclusivity, pastoral care and psychological services.

Attendance

Target: Achieve an attendance rate equal to or above the annual state attendance percentages.

Attendance Period	State attendance rate	Settlers attendance rate	Have we achieved this target?
Semester 1 2017	92.7%	94.4%	Achieved
Semester 1 2018	92.6%	94.0%	Achieved

Behaviour

Target: Achieve 90% of P-2 students maintaining an “Attitude, Behaviour and Effort” rating of ‘Consistent’ or ‘Often’ in the area of “is enthusiastic about learning” and “sets goals and works towards them.”

Attitude	Target	Actual		Have we achieved this target?
		Semester 1	Semester 2	
is enthusiastic about learning	90%	89.3%	89.3%	Not Achieved
sets goals and works towards them	90%	84%	85%	Not Achieved

Target: Achieve 90% of Year 3-6 students maintaining an “Attitude, Behaviour and Effort” rating of ‘Consistent’ or ‘Often’ in the area of “works to best of his/her ability” and “sets goals and works towards them with

Attitude	Target	Actual		Have we achieved this target?
		Semester 1	Semester 2	
works to best of his/her ability	90%	87.4%	90%	Achieved
sets goals and works towards them with perseverance	90%	87.2%	88%	Not Achieved

Target: Achieve 90% of P-2 students maintaining an “Attitude, Behaviour and Effort” rating of ‘Consistent’ or ‘Often’ in the area of “participates responsibly”.

Attitude	Target	Actual		Have we achieved this target?
		Semester 1	Semester 2	
participates responsibly	90%	90%	90.2%	Achieved

Target: Achieve 90% of Year 3-6 students maintaining an “Attitude, Behaviour and Effort” rating of ‘Consistent’ or ‘Often’ in the area of “shows confidence in making positive choices and decisions”.

Attitude	Target	Actual		Have we achieved this target?
		Semester 1	Semester 2	
shows confidence in making positive choices and decisions	90%	93.5%	92.3%	Achieved

Although some of our Behaviour targets were not met, overall these are very pleasing results as we deliberately set aspirational targets. Our belief that all students are expected to behave, be positive role models and work to the best of their ability is justified in these percentage results. We are very proud of all of our students who continue to work hard, make good decisions and uphold the Settler’s Way.

School Attendance Data

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	93.9%	93%	93.7%	80.5%	87.3%	80.7%	93.7%	92.7%	92.6%
2017	94.5%	93.6%	93.8%	93.5%	87.4%	81.2%	94.4%	93.3%	92.7%
2018	94.1%	93%	93.7%	88.9%	85.1%	80.8%	94%	92.5%	92.6%

Attendance Rates Summary 2018

Our Attendance is closely monitored through the classroom, office and Administration. All rolls are marked before 9.30am and 1.00pm. A SMS is sent to the parent after 9.30am to inform them of their child's absence. This regular and ongoing communication with parents on the importance of attendance ensures that students are being supported to achieve at their educational best. Attendance rates continue at above the state average. Vacation within term time continues to be an issue.

Students with attendance rates below 90% are deemed as being at educational risk. Attendance case conferences are held with parents to discuss strategies and provide support in order for students to attend more regularly.



Parent and Community Survey Data

2018 Results and 2016 /2018 Comparison Data

The survey was opened during the term 3 school holidays and closed 2 weeks into term 4. A total of 88 persons completed the survey. Overall we are very pleased with the responses, as a result of 4 or above is an outstanding outcome.

The area we are most pleased to see an increase in is the '*Student behaviour is well managed at this school*' as we increased 0.2 to a rating of 4.0. Although there has been little change in actual procedures at a school level, we feel that the rating improvement is due to teachers and administration being more explicit in discussion of behaviours and an understanding of fair and equitable consequences to both students and their parents. Settlers' staff also implemented the new "Positive Student Behaviour" policy that was completed at the end of 2017, with updates made to ensure compliance with the Department of Education Policy.

	2016	2018	Comparison
Teachers at this school expect my child to do their best.	4.5	4.4	- 0.1
Teachers at this school provide my child with useful feedback about their school work.	4.0	4.2	+ 0.2
Teachers at this school treat students fairly	4.1	4.2	+ 0.1
This school is well maintained	4.3	4.5	+ 0.2
My child feels safe at this school	4.4	4.3	- 0.1
I can talk to my child's teachers about my concerns.	4.4	4.4	=
Student behaviour is well managed at this school.	3.8	4.0	+ 0.2
My child likes being at this school.	4.4	4.2	- 0.2
This school looks for ways to improve	4.3	4.2	- 0.1
This school takes parents' opinions seriously	4.0	4.0	=
Teachers at this school motivate my child to learn.	4.0	4.2	+ 0.2
My child is making good progress at this school	4.1	4.2	+ 0.1
My child's learning needs are being met at this school.	4.0	4.1	+ 0.1
This school works with me to support my child's learning.	4.1	4.2	+ 0.1
This school has a strong relationship with the local community.		4.1	
This school is well led.		4.3	
I am satisfied with the overall standard of education achieved at this school.		4.3	
I would recommend this school to others		4.3	
My child's teachers are good teachers.		4.4	
Teachers at this school care about my child.		4.4	

Questions added to the survey based on issues raised over two years:-

This school communicates affectively to parents and the wider community through a range of mediums.

Agree:- 91%

Disagree:- 9 %

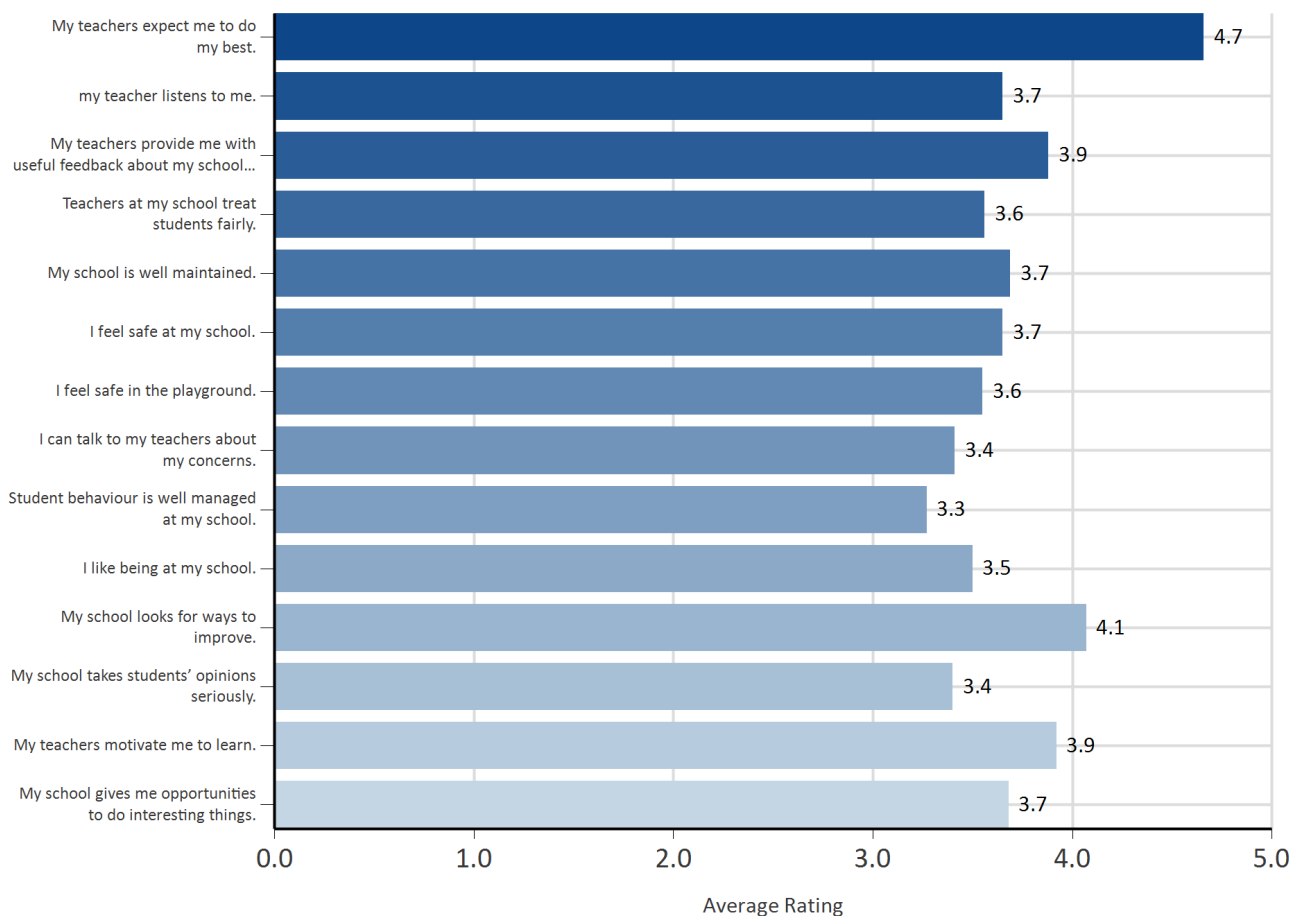
This school has a number of different strategies which support the effective management of children with challenging behaviours.

Agree:- 82%

Disagree:- 18%

Student Survey Data

Each year, students from year five and six are surveyed to provide us with valuable information on how they view their interaction with their teachers, the school environment and their safety. The graph below shows the students' responses and indicates the areas of strength and the areas we need to focus upon.



Student Survey Evaluation

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null

We are pleased with the results from the student survey as the results are above 2.5 the mid-point. All teachers expect their students to do their best and this is shown from the student responses of 4.7.

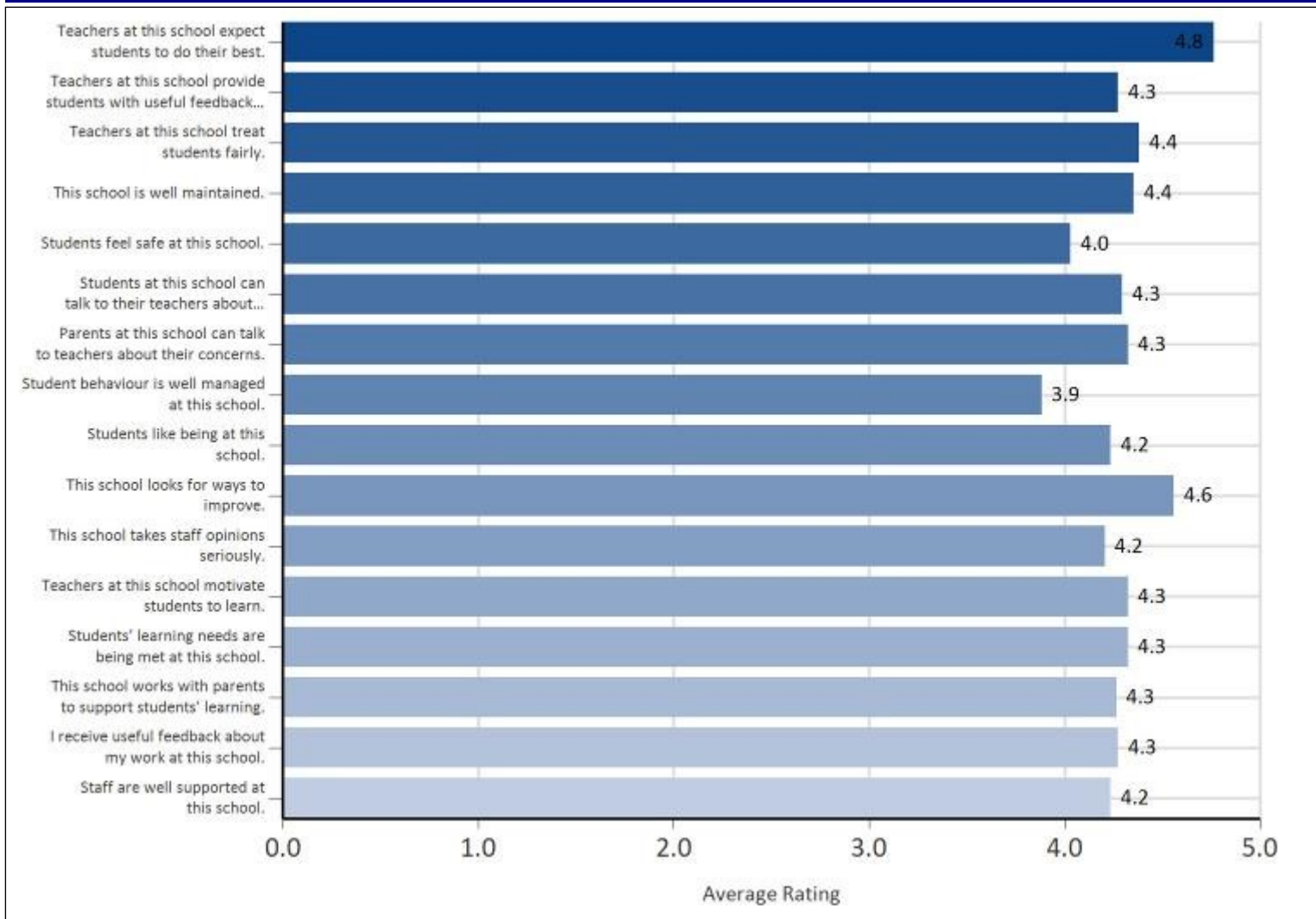
The lowest score is in the area of management of student behaviour. At Settlers Primary School we do not advertise how we manage student behaviour. Student perception of behaviour is about whether it is fair that different students have different consequences or time spent adjusting their behaviour.

Most students would not be aware of the time we spend working with students and at times outside agencies to assist students make better choices in their behaviour. Adjusting student behaviour can take time and is not necessarily a quick fix.

At Settlers Primary our focus is on positive behaviour management and students making good choices. We use a positive behaviour management process which includes positive rewards for good behaviour, regular attendance and wearing of their school uniform. We use a variety of strategies including The Zones of Regulation, self-regulation and Bullying programs to encourage students to self-regulate their own behaviour and provide them with strategies to assist this process.

The Code of Behaviour and Settlers Way are processes we have in place to ensure all students know behaviour expectations of the school.

Staff Survey Data



Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null

Each year we survey the school staff. Feedback for 2018 has been very positive. All but one question has rated higher than 4.0. Compared with 2016 results there has been an improving trend in most areas of feedback. There is still a perception that we need to improve on the area of managing Students' Behaviour .

Recommendation: To collect more detailed information in this category to identify processes or strategies that could result in o improving this perception.

We are compliant with Department of Education policy on positively managing student behaviour and will implement the new Department policy in 2019. The school Positive Behaviour Management policy was updated in 2017.

Reporting to Parents

Teachers utilise a number of methods to report student achievement over the year. Work samples, semester reports, national testing results for NAPLAN in Years 3 and 5 all combine to provide parents with a comprehensive representation of student achievement. Parents are also encouraged to attend meetings with classroom teachers to gain a further understanding of their child's progress.

NAPLAN - NATIONAL ASSESSMENT PROGRAM LITERACY and NUMERACY

Year 3 Comparative Results in Reading, Writing, Spelling and Grammar & Punctuation have achieved their highest results over the course of the Business Plan vindicating the Whole School Literacy Programs in place. Although not achieving as high as 2016 at 1.4 Numeracy achievement is also Above Expected Standard due to the implementation of a hands-on Numeracy Curriculum and Mathletics.

Year 5 Comparative Results are all in the Expected range with results in Writing steadily improving since 2016. Reading and Writing achievement are at their highest results over the course of the Business Plan with results in Numeracy, Spelling and Grammar & Punctuation achieving results with either a downward achievement trend or mixed results. As the Year 5 Comparative Results are calculated based on progress and achievement as discussed throughout the Annual Report a focus on student progress from Years 3 to 5 will be a focus in our next Business Plan.

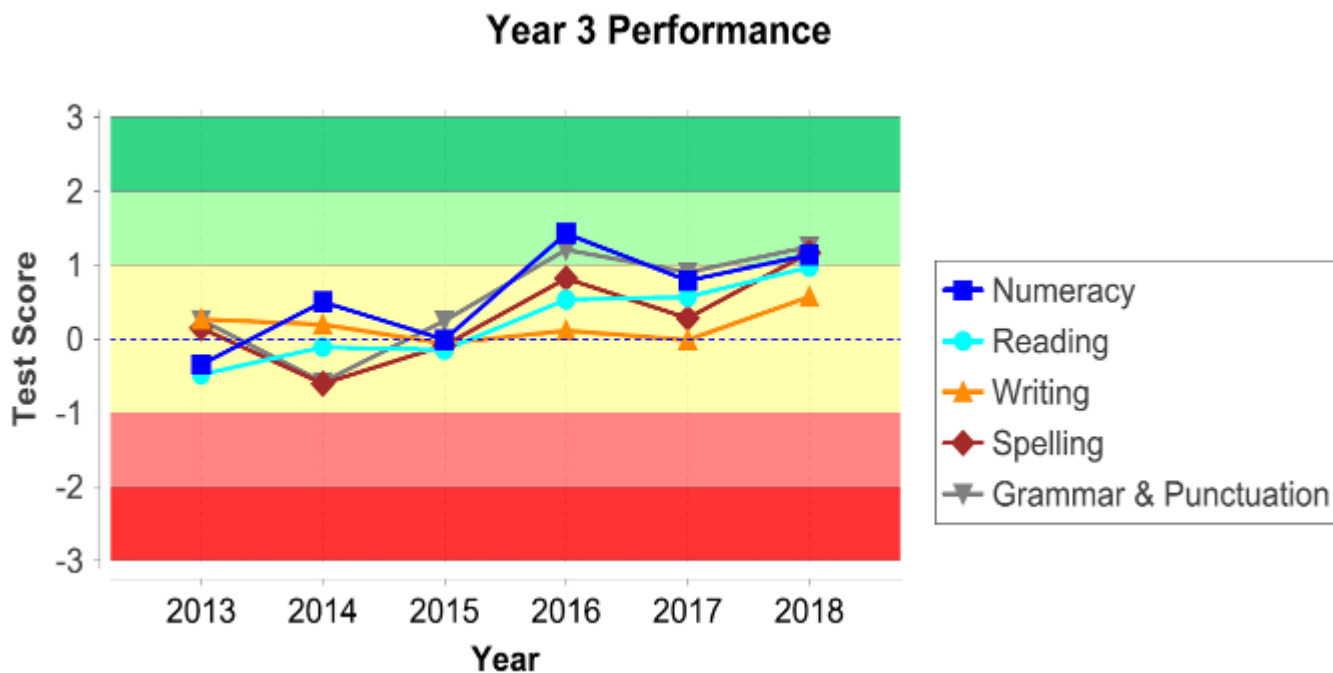
Student Achievement

NAPLAN Comparative Performance Summary Table 2016-2018

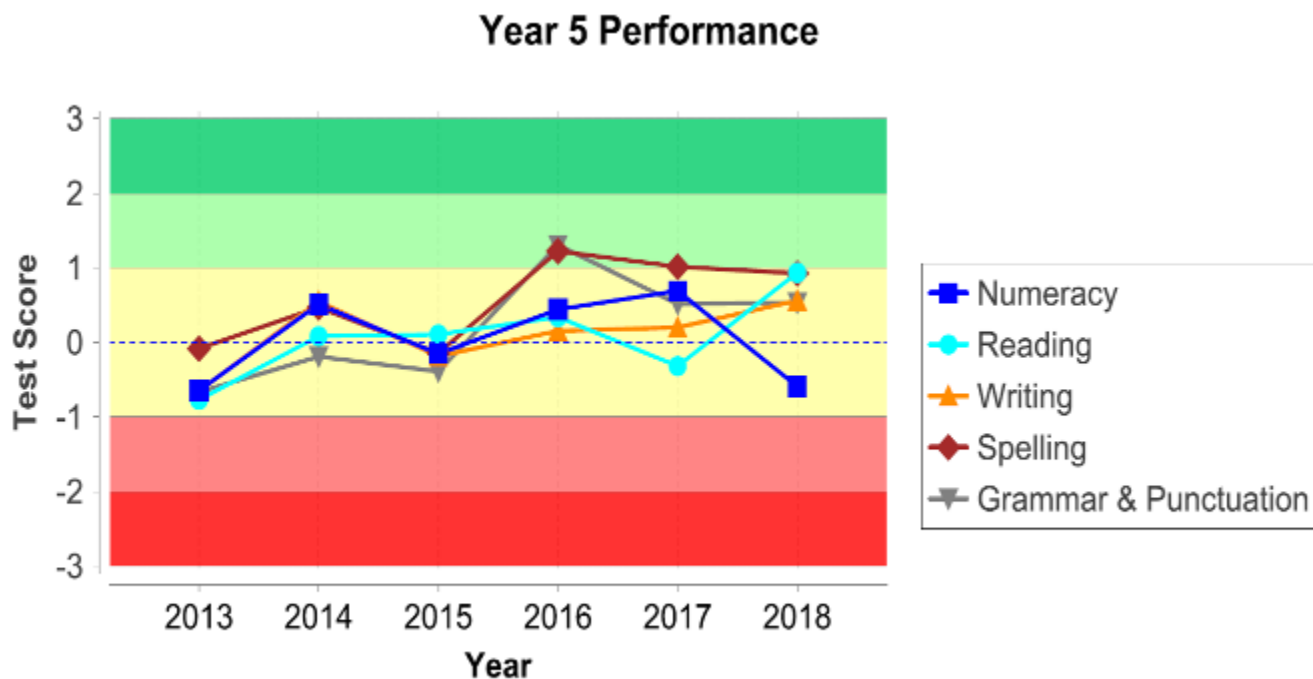
	Year 3			Year 5		
	2016	2017	2018	2016	2017	2018
Numeracy	1.4	0.8	1.1	0.4	0.7	-0.6
Reading	0.5	0.6	1	0.3	-0.3	0.9
Writing	0.1	0	0.6	0.2	0.2	0.6
Spelling	0.8	0.3	1.2	1.2	1	0.9
Grammar & Punctuation	1.2	0.9	1.2	1.3	0.5	0.5

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

Comparative Performance Year 3



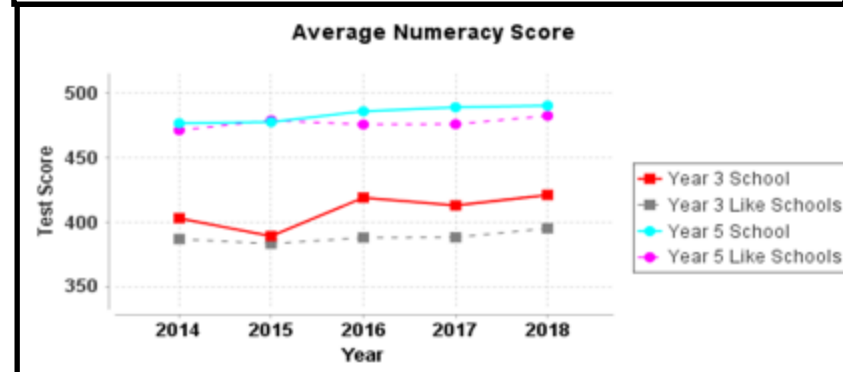
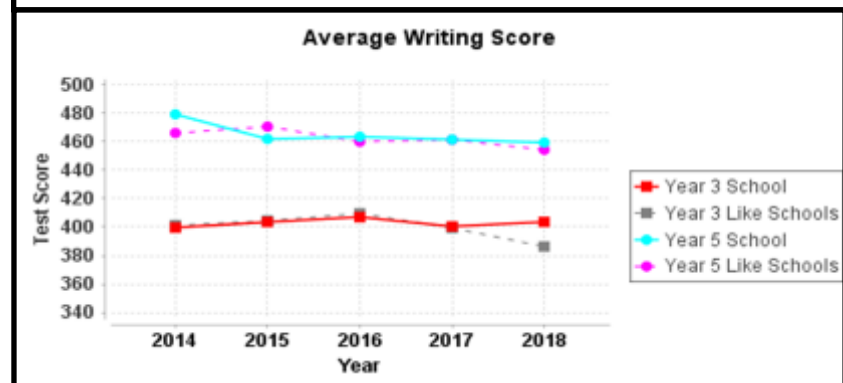
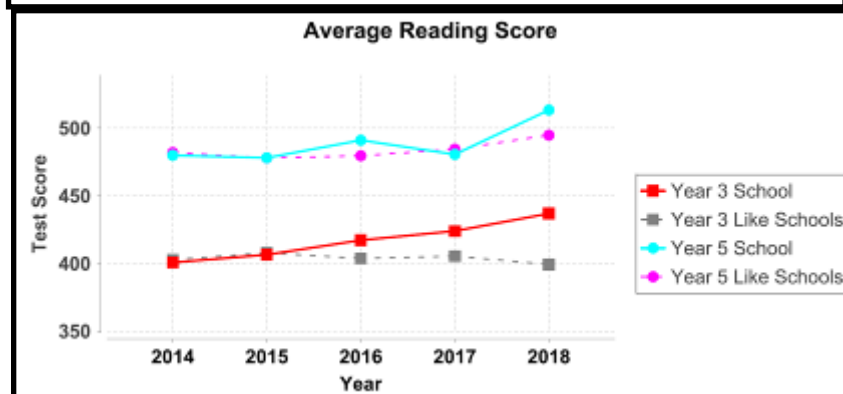
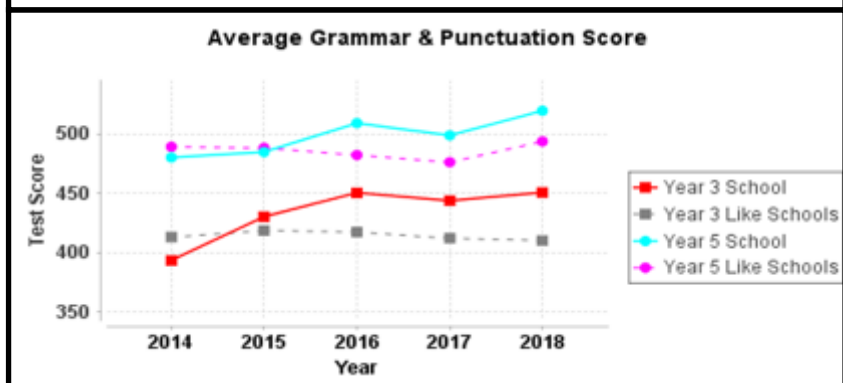
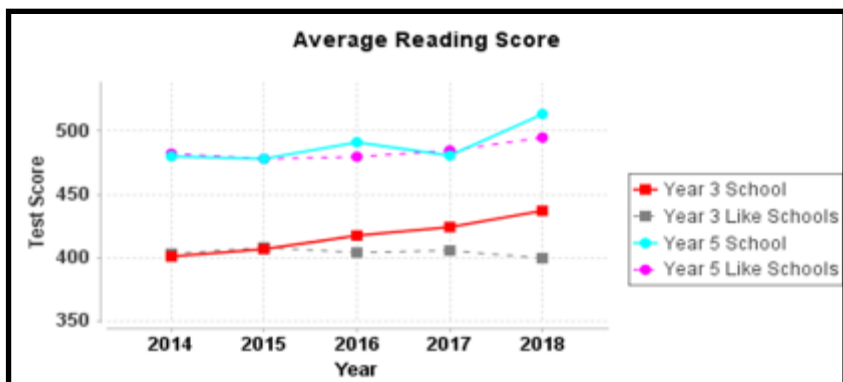
Comparative Performance Year 5



2018 Student Performance

Student Achievement - National Assessment

Program Literacy and Numeracy (NAPLAN)



Trend lines (Blue and Red) show an upward trend above Like Schools in Year 3 and 5 Reading, Grammar & Punctuation and Numeracy. Year 3 and 5 Writing has maintained the trend line with both still achieving above Like Schools.

As a school we will implement programs to continue achieving these outstanding results.

Loose Part Play equipment from parent support through Woolworth Earn and Learn



LITERACY LEAPERS AND ROCKET LEARNERS

Once again students in years 2-5 participated in Literacy Leapers under the lead of Mrs Jill Doyle-Level 3 Teacher. Mrs Vicki De Vries and Mrs Anne Gates engaged small groups of students in literacy lessons focused on Writing, Reading, Spelling and Language Conventions. All participants eagerly attended their Literacy Leaper sessions and developed their literacy skills. Rocket Learners-a program similar to Literacy Leapers supported struggling Year 1 and 2 students to develop their Literacy Skills. By working in small groups or one-on-one teaching with Mrs Jessica Penna and Mrs Amy Howes students practiced and refined their pre-literacy skills to engage in Literacy tasks with more confidence and success.



RACING TO READ and Book Week Celebrations

Over the year the Library was once again filled with students participating in The Racing to Read Mentor Program each morning. Student numbers exceeded 100 participants and included secondary school work experience students who undertook mentoring roles. Year 3-6 students mentored their younger peers with a focus on Reading Strategies-Sounding Out, Predicting, Connecting and Re-Reading to develop fluency and comprehension skills. Forty Four mentors were rewarded for their hard work by attending an excursion to The Mary Davies Library during Book Week. Students were engaged in a session led by children's author Sally Murphy. Sally showed students the books she had written and the processes she takes when writing for different aged audiences and diverse topics. Our 2018 Book Week celebration was our best ever! Students participated in our parade with enthusiasm after viewing C1s outstanding assembly item. Best dressed students received certificates and gift vouchers to spend at our Book Fair in the library. Mrs Walker once again showcased her creative flair by creating a treasure cave in the library reflective of this year's Book Week Theme, Find Your Treasure.



MEMORY MAKERS

Under the lead of Mrs Dionne Moses, Memory Makers at Settlers Primary School is now in its third year. The program has been a success, with all students engaged in interactive power point slides and the use of white boards to learn important skills. Memory Makers has focussed on alphabet knowledge, sight words, sentence structure, spelling rules and parts of speech-nouns, verbs, adjectives, basic numeracy facts and mental maths strategies. This program has made a positive impact in supporting student achievement in these areas across the school. We are looking forward to continuing Memory Makers in the future and developing more innovative strategies in our whole school approach.

Student Engagement and Wellbeing

Student Engagement and Wellbeing portfolio has again expanded in 2018 with a number of new initiatives. This portfolio is overseen by Debbie MacKenzie – Associate Principal Student Services who coordinates a number of personnel and resources, such as the School Psychologist, Visiting Teachers from School of Disabilities, Department of Children and Family Services, outside agencies, the School Chaplain and Defence Force Transition Aide.

The Students Services portfolio encompasses Students at Risk - academically at both ends of the spectrum and within the Mental Health and social / emotional area. Funding through Disabilities Resourcing, operational allocations and targeted initiatives provide financial and human resources to deliver our educational programs that provide all students with the best opportunity to achieve to their potential. Mrs MacKenzie works with Mrs Lynne Phillips, Manager of Corporate Services to oversee the Special Needs Education Assistants.

In 2018, programs such as Literacy Leapers, Defence Art group, social groups including Pokemon / Yui Oh and Loose Parts Play continued. New programs were implemented as part of survey feedback and school initiatives as outlined by Department of Education policy. These new initiatives that focused on various academic and social needs included:-

- Protective Behaviours Curriculum – professional development was undertaken by all staff, 2 parent sessions were presented, lessons from the DoE curriculum were taught in class and a whole school scope and sequence began to be developed.
- 'Awesome' Values certificates were introduced at assemblies to underpin the new focus of Values of Settlers Primary. A number of values were highlighted as important across the school and a whole school explicit teaching of a value per fortnight was implemented. This has evolved from the PATHS program.
- Loose Parts play which started last year in the PP and Year 1/ 2 area grew into middle and upper school. This is overseen by the Special Needs Education Assistants during 2 lunchtimes a week and incorporates hands on material, encourages creative play, physical play and develops cooperation and friendship across year levels.
- Friday Disco has also been a 'hit' with the students and is coordinated by one of the Special Needs Education Assistants.

Mrs Pretorius, Chaplain and Mrs Crozier, DFTA continued to develop their roles within the school and supported curriculum programs in class as well as social skills programs based on need. These structured activities provided targeted interventions at recess and lunch times, supporting students to self-regulate, develop strategies to problem solve and make friendships.

We developed a school Engagement and Wellbeing team with a teacher leader from each year level to ensure a whole school approach. Over the year, the team has developed the Values plan, begun the process of developing the Protective Behaviour Scope and Sequences, purchased a number of resources to support teaching and learning programmes and supported their year groups in developing this curriculum. They encouraged and supported staff to promote the Values, continue to use Zones of Regulation (a framework to identify emotions and provides strategies regulate behaviour), teach Protective Behaviours, as well as teach and model Mindfulness as part of the school Wellbeing Plan.

As a school we follow the Department guidelines on Differentiated Learning, Behaviour, Attendance and Participation and rewards are promoted through class and whole school based programmes. To cater for the diverse range of student needs staff are involved in professional development throughout the year, both within school, on DET professional learning forums and on targeted outside professional development. As per Department policy, staff write specific and nominated Individual Education Plans, but cater for learning adjustments and differentiation through their planning in order to meet student needs.

Mrs MacKenzie, as Student Services Associate Principal, manages the case conferences across the school, has individual meetings with parents and provides a number of resources to support parents in accessing doctors and support agencies. Outside agencies work alongside us and are invited to case conferences to add to the support that the school can offer. The Students Services team prides itself on providing a range of support not only to the student but to the whole family.

MATHLETICS

Students continue to gain success in Mathematics through the use of Mathletics. This year has seen an increase in the number of GOLD certificates awarded at assemblies. Teachers celebrate student's achievement of Bronze and Silver certificates within the classroom. This year we introduced a junior and senior Mathletics trophy which is presented to the class who has the most gold certificates presented at each assembly. In 2018, students earned 112 GOLD certificates, 427 Silver and 2 452 Bronze certificates. Students sit an online assessment test at the commencement and end of the year and their results are assessed showing their growth and areas of weakness. This information is handed over to their next teacher. Teachers monitor students' Mathematics learning and differentiate the curriculum to cater for the needs of their students. Mathletics continues to make changes to the online site to support student learning and engagement and teachers' management of the program.



FRIEND-ERS

Over the course of the year, during recess and lunch times a dedicated group of Year 6 students undertook their roles as "Friendship Builders" to support Year 1 and 2 students in the playground. Students wore an orange duty vest and supported students who required help to make and sustain friends, develop creativity when engaging with The Loose Parts Play Equipment and participating in team games such as soccer. At the end of each term "Friendship Builders" received a certificate and gave feedback on the successes of the program and ideas of improvement.

SHIP BUILDERS



OSHCLUB

Tuesday 2nd October was an amazing day. We had in total, 200 children from different OSHClub and Helping hands. We had two bouncy castles and an ninja warrior training. We also had a face painter and a body beats where the children were using their body to make sounds. Thank you very much for letting us having this amazing day in your school.



Student Engagement and Wellbeing

CHAPLAIN

In 2018 Settlers Primary School was able to offer a 2 day a week Chaplaincy Program. We were able to increase the allocated time as we received extra funding due to the generosity, in the form of a donation, from local churches and through funding from the Engagement and Wellbeing budget. Mrs Marlize Pretorius, continuing in her role from 2017, supported students to achieve their potential both academically and socially.

This year Mrs Pretorius:

- Formally worked with 64 students and their families within the school, and informally assisted many more students and families.
- Facilitated CARS (Cooperation and Resilience Strategies) Club for 5 different Year level group over 4 terms.
- Coordinated EdConnect Mentoring program, which involved 5 mentors and 10 students
- Helped students practice Mindfulness to promote mental health and well-being during lunchtimes on Thursdays and Fridays.
- Supported and helped to present 2 Parent information sessions on Protective Behaviours
- Posted various information about courses and training opportunities for parents on the SchoolBag App throughout the year.
- Coordinated our 3rd annual Walk Safely to School Breakfast.
- Promoted and recruited parents from diverse cultural backgrounds to display unique aspects from their culture of origin to help Celebrate Harmony Day.
- Engaged with and supported the P&C, and linked in with other local community groups and support agencies.

Mrs Pretorius is a visible support around the school and can often be seen playing a game, talking to and supporting students and parents. As the YouthCARE School Chaplain, Mrs Pretorius respects all people, unconditionally without judgment and only if asked to do so, will she discuss spiritual matters with a person, in a way that best serves that person.



Exploring Feelings



Are you okay day



Marlize Pretorius, Chaplain

DEFENCE SCHOOL MENTORS

As Defence Force Transition Aide (DFTA), Mrs Joan Crozier, has been an integral part of the Engagement and Wellbeing team for the last 5 years. Mrs Crozier works across the school with children of Defence Force families on Monday and Wednesday afternoons and all day Friday. In 2018, Defence family had a number of long deployments and Mrs Crozier's role as a liaison between home and school was vital as there was a greater need to support families, in the area of social and emotional care.

During 2018, Mrs Crozier :-

- supported 19 students and 15 families within the school.
- worked within the classrooms supporting students with their learning and social / friendship needs
- organised and ran a resilience program that contains yoga, perseverance strategies and Defence history
- continued with Defence Art Therapy and Pokemon Club, which transformed into a Yu-GI-OH Club, promoting cooperation and fairness for all age groups.
- supported the engagement in students using their Defence journals to draw and write about their feelings and keep a log of their activities .
- actively promoted specific Defence commemorations, ANZAC Day, and Remembrance Day
- supports Settlers Primary in productions, assemblies, sports days and end of year events.

The DSM role is an important liaison between home, school and the defence community. Mrs Crozier's role varies according to the needs of the students but includes home support, and transition of families into new schools, interstate and overseas.



Joan Crozier—DSTA

PSYCHOLOGY SERVICE

The School Psychology Service is committed to providing specialist support to schools in the areas of behaviour, mental health and wellbeing, learning and disabilities, and student engagement and attendance. This year, the school psychologist at Settlers Primary School was Robyn Glaser. She visited the school two days per week and provided support to 23 students and their families. Robyn is passionate about creating the best possible environment to optimise student learning and enabling students to reach their full potential. Services are provided both proactively and responsively, and can be delivered at the individual, group, whole school and system level. Robyn has conducted psychological and academic assessments with students to identify their areas of strengths and weaknesses, and provides strategies that will support their learning. She has also provided worked collaboratively with 20 teachers to support individual students, conducted over a 100 classroom observations, providing different strategies to assist with Behaviour Management and specific learning needs. Her work includes attending case conferences, consulting with school staff, parents and outside agencies to ensure best possible outcomes and targeted support is accessed to help the child meet their potential.



Robyn Glaser
School Psychologist

School Signature Programs

Settlers Primary School provides a wide range of teaching programs for students. Specialist subjects enhance the curriculum and provide students with opportunities to realise and improve individual talents.

DIGITAL TECHNOLOGY

After a number of years of heavily resourcing Settlers Primary School's computers, iPads and Interactive Prowise boards to ensure we meet the requirements of the new Digital Technologies Curriculum and NAPLAN online testing, we are now in a maintenance stage and continue updating our ICT equipment that falls out of warranty. In Term 3, students of Year 3 and 5 sat an online NAPLAN test to ensure the schools bandwidth and computers would manage the testing program in 2019. Early in 2019 we will investigate increasing our internet bandwidth and connectivity through an additional provider to accommodate the increased use of digital technology at Settlers Primary School.

Teachers continue to explore and share ideas of best usage of the Electroboard's, Prowise LED Interactive boards to engage students in their learning. The boards have enhanced visual and audio output to classroom lessons. The staff and students at Settlers Primary School are committed to enhancing their knowledge and understanding of ICT and integrating these technologies across all learning areas.

Classroom teachers are integrating the use of iPads to maximise the explicit and differentiated learning of their students across all learning areas. Teachers have worked shoulder-to-shoulder with their colleagues to ensure that all students from P-6 are using iPads to support and enhance their achievements. Students have become confident in their use of apps on iPads to demonstrate their understanding and knowledge of topics. Some of the apps that are currently being used are Book Creator, Showbie, Adobe Voice, iMovies and Explain Everything. To ensure a better management of our WIFI access and Ipad apps we have a license with Meraki. Settlers Primary School has four computer labs in the wet areas. Teachers', timetable lessons for their students in the computer labs or to use the notebook computers focusing on core learning areas. This year we have continued to update our notebook computers and cabinets that they are housed. Students and teachers are enjoying the new equipment which is more reliable.

Teachers have received professional learning in STEM (Science, Technology, Engineering and Mathematics) and have implemented this in their teaching programs in 2018. To support them with this we provided PP-Year 6 with a specific year level set of digital technology tools such as Bee-Bots, Edison Bots and Codebugs. These tools were integrated into lessons to reinforce and learn skills such as directionality, problem solving and coding. Staff have reflected on the success of this and have provided feedback on ways to enhance this area even further in 2019, such as creating a range of shared lesson plans and activities and adding Lego to Lego compatible tools to incorporate more engineering.



School Signature Programs

THE ARTS

Drama

This year has seen the introduction of Drama lessons for all students in Years 4 -6. Drama is a fun, entertaining and creative way for all students to express themselves and their ideas through the creative arts. Students have worked by themselves and with others to act, devise, create, perform, watch and reflect, while learning how to bring characters alive through improvisation, voice, and movement. It has been a fun and exciting first year in drama. Well done to everyone for giving it a go, especially those who stepped out of their comfort zones to perform in front of others.



The School Instrumental Music Program

SIM has again given students the opportunity to explore their interest in guitar and clarinet and will continue to do so next year.

School Signature Programs

2018 Production

This year Settlers Primary School delivered an outstanding performance of The Wizard of Oz to the school community. With their amazing acting and singing talents the cast transported the audience to Oz.



School Signature Programs

PHYSICAL EDUCATION

What a fantastic year 2018 has been for Physical Education at Settlers Primary School. Settlers continued its strong form in the BASSA sports cell, leading the way with the number of teams fielded and produced some very strong results, none better than defending our title as the BASSA Swimming Carnival Champions in Term 1. Students participated in fourteen interschool carnivals this year along with three faction carnivals and four weeks of swimming lessons.

Continuing the successes from Semester 1 the crowds and the weather turned out for our Faction Athletics Carnivals. Congratulations goes to Jarrah who won.

2018 saw Settlers send a team of our very best Cross Country runners to the State Championships at UWA Sports Park in Term 3.

A big thank you must go to the Faction Captains and Leaders, who worked tirelessly running the sports, shed, setting up for Senior and Middle School Sport, as well as assisting with Swimming, Cross Country and Athletics Carnivals. You are a great group of people and I wish you all the success in 2019 and beyond.



BASSA Carnival



BASSA Netball



Junior Athletics Carnival

ART

This year has seen the reintroduction of Art at Settlers Primary School. Mrs Reynolds is taking the children from Year 1-4 and Mrs Wilson is taking the Year 5's and 6's. Through the Visual Arts Programme, the students are exposed to and are able to explore how Visual Art can represent ideas, experiences, observations and imagination. They have experimented with different types of mediums and have learnt about different artists and cultures by looking at, discussing and responding to a wide range of art. In Semester one, we covered the Art Elements of Line, Shape, Space, 'Colour and Value.

The students created awesome self-portraits in the styles of James Rizzi, Sandra Silberzwig and Pablo Picasso to kick start the year with a bang. The Year 6's looked at face proportions and drawing their facial features correctly.

In term 2, we had a visit from the very amazing and creative artist Phil Doncan. He covered the areas of resilience, perseverance and having a go through his stories in paint on huge canvases. He attended over two days and the show was enjoyed by Years PP – 6. After each show, he also gave 4 one hour free workshops attended by some classes.

In Semester 2, we covered the Art Elements of Texture and Form. The students were exposed to a wide range of materials for collage and processes. Some were exposed to printing for the first time and have produced some great prints of their drawings. Our kiln is back in action and has had a work out with clay work from Year 1-5's. The art room was overrun with pinch pots, owls and coil pots.

In October, we were approached by the developers of Baldivis Grove on Eighty Road to create some Scarecrows for their Community Open Day – Harvest in the Grove and to provide some Art for four display boards. Our Year 3's undertook this task and created 16 fantastic scarecrows with one being made by a Year 4 group over their lunch hour. The public voted for their favourite scarecrow and the winners were announced and presented with their prize at our assembly in Week 6. They also made a donation to our Art Department. A selection of Art was displayed as a sample of our work this year. We look forward to further collaboration in the future.

Well done to everyone. Their creativity has been amazing and we have seen some fantastic works of art. We are looking forward to building on their skills in 2019.



Specialist Programs

SCIENCE

It has been a busy and exciting year for the Science learning area this year. All students from year 1 to 6 participated in Science lessons in the Science Room with the Science Specialist Teacher for all or part of the year.

Every student in the school from Pre-Primary up to Year 6 (approximately 790 students) participated in Science Week activities with their block during National Science Week (August 13th to 17th). Around 60 parents volunteered their time during Science Week to run activity stations, some of whom helped out on multiple days. The students participated in a variety of hands-on and engaging Science activities in small groups. Afterwards, students had the opportunity to write about their Science Week experiences, with the possibility of getting their work published in a special Science Week Newsletter.

On the evening of Friday November 16th we held our annual Bottle Rocket Competition and Stargazing evening on the school oval. This event has always been well attended by our school community and this year was no exception, with hundreds turning out on a beautiful warm evening to launch rockets and observe the night sky. The Bottle Rocket competition was a huge success with some of our highest flying rockets yet. The rocket designs are improving every year. We had four amateur astronomers from the Astronomy Society of WA bring their high powered telescopes for us to observe the night sky through. The students and their families had the opportunity to observe the Moon, Mars and Saturn as well as distant galaxies and nebulae. As with previous years, the P&C ran a sausage sizzle fundraiser concurrently with the Stargazing evening to raise funds for next year's Year 6 camp to Rottneest.

For many years now, the Year 6 students have had the opportunity to join Science Club. This is a voluntary club run during lunch times where students are able to extend their science knowledge and understanding by entering national Science competitions, running experiments and investigations and pursuing their own scientific interests, all with the support of the Science teacher and the resources of the Science Room. This year, we decided to enrich and extend our Science Club experience with an overnight camp to Perth Zoo. The Year 6 students who attended had an absolutely amazing experience. They participated in a variety of activities and got to see a side of the Zoo that most people never get to see, including a tour of the Zoo at night. The following morning the students were able to enter one of the animal exhibits and feed the animals, using food that the students had prepared the night before. The camp was a rewarding and enriching experience for all of the students and adults involved.

For the fourth year in a row, students in Year 6 were administered the National Assessment Program – Science Literacy Objective test, which measures Science literacy with a NAPLAN-style test. The data obtained from this assessment will be used each year to track progress in the Science Learning Area for the year 6 cohort of students and to identify areas of Science knowledge that require further development. The test also provides an opportunity to compare our students' results with those of other schools in the local area. This year our school was also selected to participate in the National Assessment Program - Science Literacy 2018 Main Study. The new online version of the assessment was administered to 20 randomly selected Year 6 students. Following the test, our school will receive a detailed report indicating how each student performed on the assessment items. A national public report describing de-identified student achievements in science literacy will be published in 2019.



The Bottle Rocket Competition



Science Incursion

LANGUAGES—GERMAN

At the beginning of the school year 2018, German was introduced as new language at Settlers Primary School. Miss Sarah Gerth was appointed as our Specialist teacher and every Thursday, students in Year 3 received one hour of German taught through the new Western Australian Languages curriculum. The aim is to develop communication skills as well as an understanding, appreciation and respect for German, other languages and cultures.

The focus in this first year of language acquisition was on familiarising the students with the new language and making it an engaging experience to spark the students' motivation and interest in language learning. The students learned how to express information about their personal identity, their family, and got to know many cultural celebrations over the course of the year. They interacted and socialised with Miss Gerth and peers and participated in class experiences and activities such as language games and songs. The Memory Makers program was part of the language routine, focusing on consolidating vocabulary and elements of grammar which contributes to improving the students' overall literacy.

In the classroom, one of the highlights this year was the unit about St Martins Day. Students learned about a German cultural celebration which takes place in November and is celebrated with a lantern parade. The students created their own lanterns, made their own music video by practicing a German song and enacting a lantern parade. It was a great success and wonderful to see the students so proud about their own achievements.

In Term 2, we started the German club which took place weekly during lunch. This was an initiative from Year 3 students whose enthusiasm for language learning went above and beyond the classroom setting. The content was entirely student-led and included learning about German geography and developing a play based on the cultural celebration of St. Martins Day.

The German Day Out, an excursion in Term 4, marked another special event which six selected students from each Year 3 class were able to join as a reward. The excursion, attended by approximately 500 German students from across Perth, took place at Shelley Primary School. It was a fun day filled with language learning activities, songs and German food.

As part of the implementation of the new Languages Curriculum, German will be taught to Year 3 and Year 4 students in the school year 2019.

It has been amazing to see the students' enthusiasm and growing interest for German over the course of this year!



German Day Out



German Club



Lantern parade – A9 Students enacting lantern parade dressed up



A9 Students Presenting Their Lanterns



Sarah Gerth
German Teacher

Staff Development Targets

Achieve staff growth and professional development through ongoing inductions, performance management, and engagement in professional learning, line management coaching and peer classroom

Working Towards

Staff have participated in performance management processes based on The Australian Professional Standards for Teachers (AITSL Standards). Line Managers use whole school observation walk through checklists and lesson feedback guides to give staff ongoing feedback on their teaching practice. All staff have participated in ongoing professional learning on whole school teaching processes and strategies. Teachers Teaching Teachers (Triple T) program was introduced in 2017 in order to instil a culture of continuous improvement and learning through peer observations linked to the AITSL standards. Teachers shared their Triple T Teaching experiences at Phase Team Meetings, which lead to continuing to develop and support our whole school initiatives. Transition to Permanency Program, in the second year of operation, proved very successful with 3 graduate teachers being mentored and supported through a rigorous process of demonstrating proficiency against all of the AITSL standards. This included regular meetings with a panel, peer observations and examples of a range of documents to meet criteria in order to achieve permanent positions at Settlers Primary. Associate Principals were supported in their roles within the school by attending PL through the South Metro District Education Deputy Network and associated Professional Development opportunities.

Achieved

Achieve ongoing data analysis with staff within the cycle of reflection, target setting and teaching to strive for continued improvement.

Staff interpret and review a wide variety of data sets throughout the year. 2017 saw detailed explicit data sets being highlighted to ensure the continuity of progress through the year levels. This review lead to a focused approach to class target setting to ensure that Operational and Business Plan targets were achieved. This data includes both teacher and department generated data. Teacher data includes moderated work samples, student reading levels, spelling and writing progress and Mathletics test results. Department generated data includes NAPLAN, On Entry, attendance percentages, student grades and attitude and behaviour results in end of Semester Reports. This data is interpreted and targets are set to strive for continued improvement.

Achieved

Implement ongoing strategies for distributed leadership across the school by encouraging and providing opportunities for staff to take on lead roles within the school.

Settlers Primary has identified an aspirant pool for leadership roles and 4 staff members have undertaken a variety of leadership roles during periods of Long Service Leave, including Principal and Associate Principal roles. Staff have been encouraged and supported in attending Professional Development to support their growth in this area. Beyond these leadership opportunities, staff have undertaken and or continued leadership roles in the following areas: Mentors, ICT, Memory Makers, Literacy Leapers, Racing to Read, the School Production, the presentation of professional learning sessions and Specialist Learning Areas. Two staff have achieved Senior Teacher status during 2017 and a third staff member has applied to be accepted into the program for 2018.



Staff Development Targets

Achieve a whole school focus on digital technologies and 21st Century Learning Design, providing the tools to enable students to become critical thinkers, effective communicators, problem solvers, collaborators and confident users of technologies

Achieved; Embedded in classroom curriculum programs. Reported on to parents where applicable.

Implement the consistent use of the whole school literacy/numeracy strategies as outlined in the Operational School Plans.

Working Towards: Operational Plans are in place to ensure common practice is undertaken in cohort plans. These plans are reviewed regularly based on student data and teacher reflection. NAPLAN data review is closely analysed to identify positive and negative trends in student performance. This review process this year has resulted in a new direction in teaching Mathematics (Paul Swan strategies) next year and the adoption of a new literacy program (Literacy Planet) to consolidate the gains made in all areas of literacy over the past three years.

Undertake a whole-school implementation of a school-contextualised Explicit Teaching Model.

Achieved: Memory Makers (see specific report) implemented in all classrooms. Explicit teaching pedagogy embedded in all classrooms. (WALT, WILF) student feedback at point of error.

Undertake school processes to facilitate school self-review based on the National Quality Standard for the Early Years and the 2017 School Self Assessment Review

Achieved: The school has self assessed against the NQS each year of the Business Plan. Information collected from the assessment informs curriculum delivery, school organisation and programs targeted at areas of need.

The School has commenced collating validation information as part of the next school review. The target for this review will be to finish the review cycle by the end of Term One 2019.

New School Business Plan: The school will utilise the 2018 Annual Report recommendations to build the next planning document and cycle. The new plan will have a target of completion by the end of Term One 2019.

Achieved: Gary Brown has been the principal of Settlers Primary since 2015. Principal Performance Management has been through the Delivery and Performance Agreement as an Independent Public School. The school has met all DPA requirements. The new PM review includes self reflection against the Principal ATSIL Standards. The review is shared with the School Board Chair.

School principal **performance** is judged to be satisfactory through performance management.

ATSIL Standards. The review is shared with the School Board Chair.



2018 Year 6 Camp

Parent Involvement

P & C ASSOCIATION

Settlers Primary School P & C have organised many events throughout 2018, including

Fathers' and Mothers' Day stalls, Night Market, School Discos, Colour Run and School Quiz Night. These activities have raised over \$

They are also responsible for our amazing canteen and running of the Uniform Shop.

The continued hard work and dedication of our parents and P&C are very much appreciated by all at Settlers.



This year the P&C has again received community donations from Reece Whitby MLA.



2018 Student Leadership

School Vision and Mission
EXCELLENCE
SUCCESS
CITIZENSHIP
SECURITY

To provide every student with:

- The opportunity to excel.
- Fundamentals for life success.
- Skills to contribute to society.
- A safe, happy and caring environment.

Student Councillors and Faction Captains were selected via a written application, problem solving activity and speech process at the end of 2017 when the students were Year 5. This year due to the large number of students Faction leaders were also voted in by their peers to assist the Faction Captains in their roles.

The Student Councillors were responsible for running the weekly assemblies; setting up and speaking at special events such as ANZAC DAY Service, Easter Hat Parade, Christmas Concert and Leavers; student fund-raise for community organisations; raise and lower the three school flags each day and assisted with Faction Carnivals. In 2018, the student leaders attended the GRIP student conference to prepare them for their leadership role. The head girl and boy attend Rockingham Junior council, each month.

The Faction Captains and Faction Leaders were responsible for the setting up of sporting equipment for senior and middle school sport; loans and returns of sporting equipment at recess and lunch; assisting with faction and BASSA carnivals and presenting a faction captains report at assemblies.



2018 Student Councillors



2018 Faction Captains

High School Destinations

10 schools have been identified as the chosen destinations of our graduating students of 2018.

- Ridge View Secondary College
- Baldivis Secondary College
- Comet Bay College
- Kolbe Catholic College
- Mother Teresa Catholic College
- Peter Carnley Anglican Community School
- Rockingham SHS
- Safety Bay SHS
- Tranby College
- Warnbro CHS
- Atwell Secondary College

Specialist Programs & Scholarships offered to students include:

Comet Bay Secondary College
AFL Football

Atwell Secondary College
Rugby

Good Luck to all our 2018 Leavers



Class of 2018



Settlers Christmas Carol Concert



STUDENT BOARD

This year, under the lead of Associate Principal Miss Tarryn Murray, Settlers Primary School students formed a Student Board. With a focus on “Student Voice” four Student Councillors met with 2 different students from years PP-6 each term to discuss whole school improvement initiatives. Head Girl- Melissa undertook the Chairperson role, Head Boy- Weston was the Minute Taker, Student Councillor Emely was the Time Keeper, Student Councillor Jolie was the Speaker and Year 6 Student Henare was the Official Photographer. Some of the items discussed at School Board Meetings included the following topics:

- Internet concerns
- A Whole School Paper Recycling Program
- Composting
- Changes to the Volley Ball Roster
- Replacing the Siren with music
- The reasoning behind only Year 3-6 students being able to participate in The Production
- Creating a Nature Playground and
- Ideas for the area outside of D and C Block where the water tanks were located

During Term 3, The Student Board met with the School Board. This meeting comprised of 20 Student Board Members and 12 School Board Members. Student Board members shared their ideas for school improvement regarding items that required further investigation and resources-Creating a Nature Playground and changing the siren to music. Student Board Members also shared the processes they take when engaging in Student Board Meetings. These processes replicated the organisation of School Board Meetings.

Due to the successes of Student Board Meetings and the combined School-Student Board Meeting a culture of school improvement and “Student Voice” has been created at our school. Changes actioned as a result of this culture include:

- New paving and seating arrangements near D and C Blocks selected by Year 4-6 students
- The implementation of a Whole School Paper Recycling Program
- The Department of Education allowing schools to purchase extra Broadband to address internet concerns
- Changes to the Volley Ball Roster so that it no longer clashes with Science Club and
- Discussions on the location and cost of a Nature Playground at SPS

We are looking forward to working with The Student Board in 2019 to continue our focus on whole school improvement through “Student Voice”.

2018 Term 4 Student Board Members

<p>Melissa—Chairperson Weston—Minute Taker Emely—Time Keeper Jolie—Speaker Henare—Photographer Aaliyah PP Trent PP Nikolas Year 1 Olivia Year 1</p>	<p>Cameron Year 2 Alicia Year 2 Joanne Year 3 Gabrielle Year 3 Darci Year 4 Jasmine Year 5 Spencer Year 5 Makayla Year 6 Bea Year 6</p>
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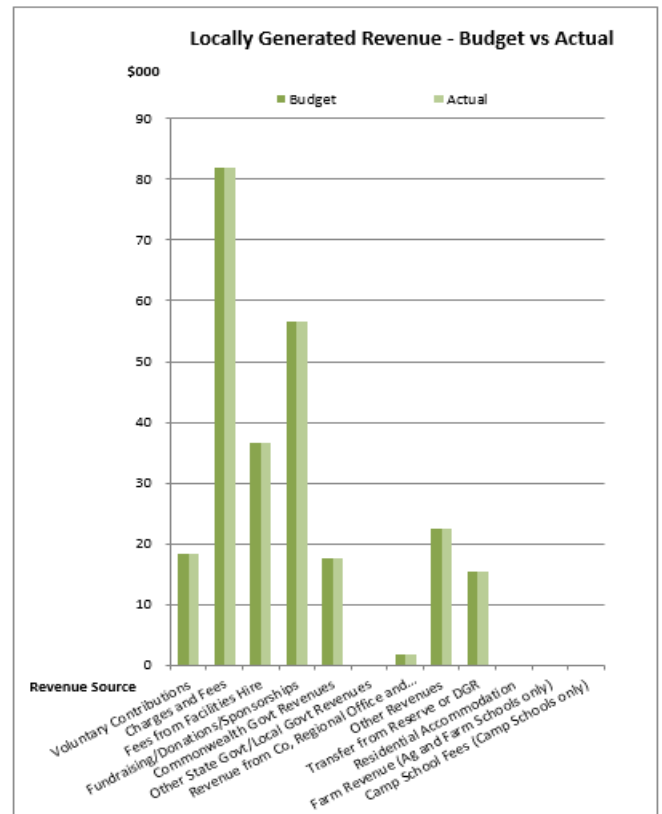
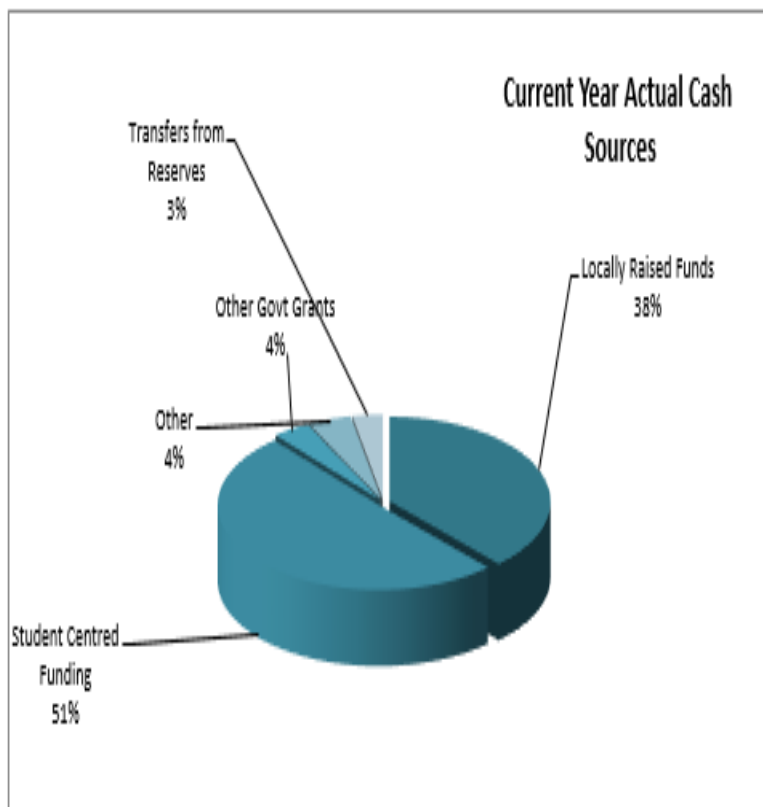
Student Board Meeting



Settlers Primary School Financial Summary as at 31 December 2018

Independent Public School

Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$ 18,281.00	\$ 18,281.45
Charges and Fees	\$ 81,913.50	\$ 81,912.93
Fees from Facilities Hire	\$ 36,691.00	\$ 36,690.93
Fundraising/Donations/Sponsorships	\$ 56,630.91	\$ 56,630.36
Commonwealth Govt Revenues	\$ 17,500.00	\$ 17,500.00
Other State Govt/Local Govt Revenues	\$ -	\$ -
Revenue from Co, Regional Office and Other Schools	\$ 1,669.00	\$ 1,668.84
Other Revenues	\$ 22,395.71	\$ 22,394.31
Transfer from Reserve or DGR	\$ 15,498.00	\$ 15,498.00
Residential Accommodation	\$ -	\$ -
Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 250,579.12	\$ 250,576.82
Opening Balance	\$ 157,414.76	\$ 157,414.76
Student Centred Funding	\$ 256,545.00	\$ 256,544.78
Total Cash Funds Available	\$ 664,538.88	\$ 664,536.36
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 664,538.88	\$ 664,536.36



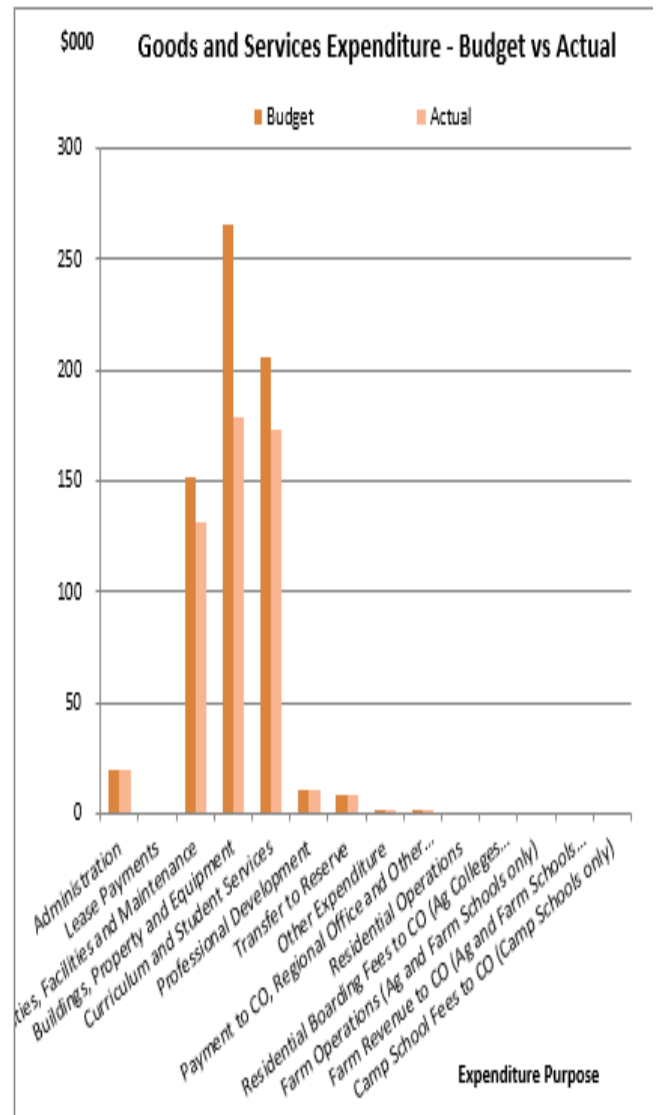


Independent Public School

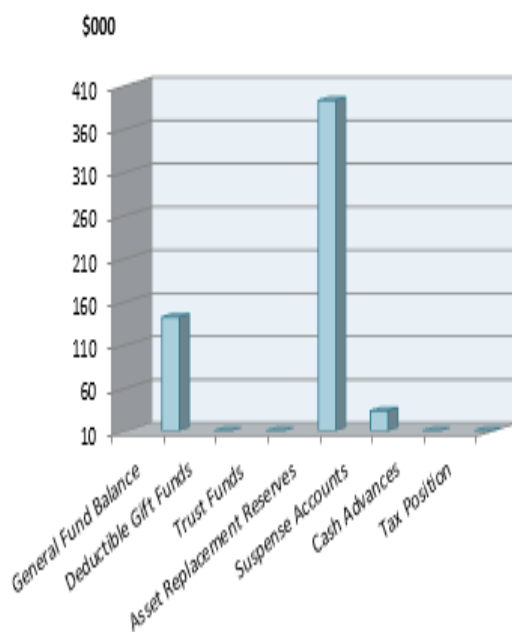
Finances

Settlers Primary School Financial Summary as at 31 December 2018

Expenditure - Cash and Salary	Budget	Actual
Administration	\$ 19,192.52	\$ 19,493.26
Lease Payments	\$ -	\$ -
Utilities, Facilities and Maintenance	\$ 151,591.52	\$ 130,880.58
Buildings, Property and Equipment	\$ 265,996.80	\$ 178,357.90
Curriculum and Student Services	\$ 205,716.21	\$ 173,106.98
Professional Development	\$ 10,844.00	\$ 11,082.16
Transfer to Reserve	\$ 8,750.00	\$ 8,750.00
Other Expenditure	\$ 624.00	\$ 533.49
Payment to CO, Regional Office and Other Schools	\$ 475.00	\$ 550.00
Residential Operations	\$ -	\$ -
Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 663,190.05	\$ 522,754.37
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 663,190.05	\$ 522,754.37
Cash Budget Variance	\$ 1,348.83	



Cash Position



Cash Position as at:	
Bank Balance	\$ 560,825.69
Made up of:	\$ -
1 General Fund Balance	\$ 141,781.99
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 392,476.04
5 Suspense Accounts	\$ 33,332.66
6 Cash Advances	\$ -
7 Tax Position	-\$ 6,765.00
Total Bank Balance:	\$ 560,825.69