

SETTLERS PRIMARY SCHOOL



ANNUAL REPORT
2020



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.

PRINCIPAL'S REPORT

2020 has certainly been a year we will all remember, we have certainly reflected on our health and safety through enhanced cleaning procedures, as well as strongly delved into our ability to think flexibly. COVID 19 changed our lives and school year with a dramatic effect for students, families and schools and the entire nation. Yet despite the minimal Term One school closures and the heavily restricted return to school life, we have many things to celebrate. As a community we were grateful for the wonders of technology so that we could maintain a sense of connectedness.

Today we are the cleanest and most hygienic school community possible. Hardly anyone caught a real cold and the Flu data is the lowest ever. The healthy school regimes we put in place have made us the cleanest school I have ever been a part of. Many thanks to our fabulous day cleaners and Education Assistants who sprayed more hands than can be counted. I would also like to give a special congratulations to all our students for taking a lot more responsibility for their personal hygiene, maintaining new school routines and being a lot more considerate of the needs of others.

Having the gates closed to families required some adjustment but we were very impressed with the independence and resilience demonstrated by our students (and families). This independent approach is something that will be embedded into our processes moving forward as we noticed the students thrived on the opportunity to learn and develop independent habits.

Change is a difficult thing for all of us, when the P & C were forced to close the canteen, due to COVID 19 we reverted to all students bringing food from home. No one went hungry and families knew exactly what children were eating. On the odd occasions where students had forgotten lunch etc we were able to communicate with families, work together and come up with an alternative. We even had a lot less rubbish in our school. The canteen will return bigger and better.

We changed our school hours, bringing the day forward by ten minutes. This change was brought in to improve student and family safety, reduce traffic congestion and improve parking. We think it has worked well and after a little settling in time, families have adjusted well to the change.

Our state and federal governments and the WA Education Department have done an exceptional job in keeping us safe and maintaining as much normality as we have had. We are the safest state to live in and the quickest to return to what we now know is a "new normal".

NAPLAN didn't happen due to the uncertainty of school's being open nationwide. We planned for and prepared exceptional online learning opportunities, but unfortunately (or fortunately) never really got the chance to put it into practise. The biggest positive from that was the outstanding professional learning done by staff, which will only be advantageous to all students moving forward.

Social and Emotional Wellbeing has remained a key focus in 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. (Report included)

We have again enjoyed tremendous support from our community through the P&C and highly involved parents. In 2020 they were definitely hampered in their ability to provide the usual level of fundraising due to all the closures and restrictions, yet still managed to provide excellent support to the school. 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 experiences of our students. (Report included).

A special thank you to our School Board Chair, Omar Haji and the Board members for their very active and supportive governance this year in setting our school vision, policy and planning; as well as building on our strong community culture (Report included). This has been a very busy year for the Board, illustrating the relevance of the Independent Public School model we work in.

We have had some wonderful celebrations and achievements by students. The sporting activities we participated in, Year 6 Days out and overnighter, the Rocket Launching and Star Gazing night, the Science Zoo camp, special events such as the Colour Run, Book week and Pirate Day.



Gary Brown
Principal

2020 STAFF PROFILE

Principal

Mr G. Brown

Associate Principals

Mrs D. MacKenzie

Ms T. Murray

Mrs J. Radford

Manager Corporate Services

Mrs L. Philips

School Officers

Mrs M. Bonfield

Mrs A. Scott

Mrs T. Tasovac

Library Officer

Mrs L. Walker

Class Room Teachers

Mrs R. Alcock

Miss D. Borcich

Mrs K. Chestnut-Berryman

Ms N. Connor

Mrs A. Cook

Miss C. Covich

Mrs A. Crockenberg

Mrs N. Darroch

Miss K. Dean

Mrs K. Doherty

Mrs E. Dunbar

Mrs K. Eldridge

Miss S. Howie

Mrs H. Jardine

Miss J. Johnston

Miss S. Langborne

Mr P. Lawry

Mrs C. Lee

Mrs S. Locker

Miss S. Mauchline

Ms D. Mills

Miss E. Milnes

Mrs C. Morrison

Mrs D. Moses

Mrs J. Needs

Mrs J. Penna

Mrs K. Preedy

Miss R. Shinnars

Miss M. Stange

Mrs C. Strydom

Mrs R. Taua

Mrs S. Thorpe

Mrs L. Von Kelaita

Mrs A. Watson

Mr J. Weston

Mrs K. Wray

School Psychologist

Mrs N. Van Eck-Viljoen

Defence Force Mentor

Mrs G. Lofthouse

Chaplain

Mrs R. Tibbits

Specialist Teachers

Miss S. Beahan

Miss S. Gerth

Mrs E. Griggs

Mrs S. Locker

Mrs M. Reynolds

Miss B. Rose

Mrs T. Wilson

Education Assistants

Miss J. Albin

Mrs. C. Borbas

Mrs J. Brockwell

Mrs A. Crookes

Mrs. E. Cushing

Mrs T. Davers

Mrs V. De Vries

Mrs V. Docters

Mrs L. Doggett

Mrs S. Forrest

Mrs M. Hunter

Mrs D. Johnston

Mrs L. Kuzmar

Mrs M. Lumbers

Mrs S. Paine

Miss T. Reed

Mrs I. Rodler

Mrs K. Woodvine



Gary Brown
Principal



Lynne Phillips
Manager of Corporate Service



Debbie MacKenzie
Associate Principal



Kimberly Preedy
Associate Principal



Julie Radford
Associate Principal

ADMIN TEAM

MESSAGE FROM THE SCHOOL BOARD

On behalf of the school board, I am pleased to endorse the 2020 Annual Report and present the School Board Update.

This has been a year that has presented extraordinary challenges to the school and wider community as we faced the changes and uncertainty that came with the early days of the COVID-19 pandemic.

It was so pleasing to see our school's students, teachers, administration staff and parents respond with good humour, flexibility and resilience; adapting to the necessary changes required to ensure that our children continued to learn and grow. A huge thank you to the school's teaching and administration staff for their exceptional commitment and work over this this period. Moreover, it has been encouraging to see our school's families and wider community support the school's staff as the year has continued, with many of the aforementioned changes becoming the new normal as we progress toward the end of this remarkable year.

The role of the School Board is to drive best practice, strategy and initiatives to support the ongoing operation of our school; and to also provide good governance for the best possible outcomes for all students and school community.

This year we have looked to progress many of the key performance criteria outlined in the 2019 - 2021 Business Plan, including an explicit improvement agenda, an analysis and discussion of data, a culture that promotes learning, the targeted use of school resources, an expert teaching team, a systematic curriculum delivery, differentiated teaching and learning, effective pedagogical practices and a school-community partnership.

Despite the postponement of NAPLAN testing this year, thus limiting our ability to analyse and discuss current system required data, it was nonetheless pleasing to see the school recognised by the Minister for Education and Training for "demonstrating levels of achievements in 2019 NAPLAN above or well above the national average of students from similar backgrounds." The school also, of course, continued its evidence-based improvement of student achievement using the various methods of school level data collection and measurement it uses to cater for student growth.

Other key areas of focus for the School Board in 2020 have included the launch of the new School website and Facebook page, the appointment of a new school uniform supplier, changes to the procurement of school uniform; and the ongoing process to appoint a provider to run the school canteen from next year.

Once again, a highlight for the year for the board was the joint meeting with our student counterparts. Many thanks to Hannah and Leondre for their leadership of the Student Board this year, we wish them well as they move into their high school careers.

Lastly, the board is made up of parents, staff and community representatives who volunteer their time to attend meetings, training sessions and other events on behalf of the school. I would like to acknowledge them again for their continued steadfast commitment to their roles and the vital contributions they each make to our school.



Omar Haji
School Board Chair

LETTER FROM THE MINISTER FOR EDUCATION AND TRAINING



**Hon Sue Ellery MLC
Minister for Education and Training
Leader of the Legislative Council**

Our Ref: 61-23386

Mr Gary Brown
Principal
Settlers Primary School

Email: gary.brown@education.wa.edu.au

Dear Mr Brown

The past few months have been a complex and challenging time for schools and the community, and I very much appreciate the extraordinary efforts of our public schools to ensure continuity of education for Western Australian students. Having reached what seems to be a more settled point in managing the pandemic, I wanted you to know your school's 2019 NAPLAN results did not pass unnoticed.

As you would be aware, the 2019 NAPLAN results have been released on the *My School* website and Settlers Primary School has been identified as demonstrating levels of achievement in 2019 NAPLAN above or well above the national average of students from similar backgrounds.

Successful schools do many things in order to achieve the best outcomes for their students, and NAPLAN results provide just one important measure of achievement. There is nothing more fundamental to education than supporting students to acquire the literacy and numeracy skills that will set them up for future success.

I take this opportunity to acknowledge and commend you, your staff and your students on achieving such pleasing results.

Yours sincerely

A handwritten signature in blue ink that reads "Sue Ellery".

SUE ELLERY MLC
MINISTER FOR EDUCATION AND TRAINING

2020 SCHOOL BOARD



Omar Haji
Board Chair



Gary Brown
Principal



Julie Radford
Staff



Dionne Moses
Staff



Matthew Thompson
Parent
Representative



Jo Clossick
Parent
Representative



Travis Gould
Parent
Representative



Paul Newell
Parent
Representative



Bryan Olver
Parent
Representative



Kristine Stout
Parent
Representative



Gillian Lofthouse
Community
Representative



Lisa Pine
P&C
Representative

1. An explicit improvement agenda

- Ensure the governing body, school principal and other school leaders are united, committed to and explicit about their core objective – to improve learning outcomes for all students in the school;
- Set explicit targets for improvement in student achievement levels and communicate these to parents, staff and the wider school community;
- Ensure progress towards targets is monitored and initiatives and programs are evaluated for their effectiveness in producing improvements in student learning and performance.
- Analysis of cohort data Area of improvement: cross phase data sharing eg Y1 to Yr2
- Semester targets set for Literacy monitored by Deputy Principals through PHASE meeting

2. Analysis and discussion of data

- Systematically collect a range of student outcome data to monitor school-wide achievement and progress across academic, well-being and social-emotional domains. This information will be communicated to parents and the wider community whilst also informing school-level decisions, interventions and initiatives;
Provide professional development opportunities to build staff skills in analysing and interpreting data.

2020 has been a very unique year. The COVID 19 Pandemic caused our school community to work and communicate differently. Staff developed online programmes, produced Home Learning Packages and continued to teach students who attended. Overall, the resultant disruption to school operations extended with the cancellation of the NAPLAN across the country. In Western Australia, the Education Department agreed not to grade student reports for Semester One. Settlers' staff however, wrote detailed and individualised reports for each student to ensure parents had an understanding of their child's achievement over the semester.

Due to these changes in our Business Plan the 2020 data set will show N/A in all 2020 categories of measurement, especially as NAPLAN is the major student performance measuring strategy for the school.

Many extra-curricular programs and school activities for students were cancelled, all in person professional learning for staff was cancelled and parents were communicated via email, phone or dojo with face to face communication reduced significantly.

A degree of normality returned in Semester Two with stable curriculum delivery adjusting for the teaching and learning disruption from Semester One. Staff were very conscious of ensuring that analysis of cohort data was clear and consistent and a measure of success in 2020 was the cross phase moderation and sharing of data. Semester targets set for Literacy and Numeracy were monitored by Deputy Principals through PHASE meetings and fell within the expected ranges. Data which continued to be reviewed and was used to inform assessment and reporting included:

- Literacy- Words Their Way Reading Assessment – Pm and Probes, On Entry assessment in Pre Primary and KAT in Kindergarten.
- Numeracy-Mathletics Test A & B-, Basic Facts and Year level.
- IEPs/IBPs for students identified as being at risk of not achieving as expected.
- Science reflections.
- Student/Parent Surveys.

End of year student reports were completed with grades. Although school data was analysed, the 2020 explicit targets for school improvement cannot be fairly compared to 2019.

Although staff were restricted in professional development opportunities due to COVID restrictions they continued with online and internal school PD to help support the collection and analysis of effective data. Back to Front Maths and Champion of Maths were two of the trial projects in 2020.

It was gratifying for the entire staff at Settlers Primary to have received a letter (see page 4) which acknowledged and recognised the standards we set for our students and their high achievement in NAPLAN assessment for 2019.

School Improvements During 2020.

Settlers Primary continued in its drive to be the best school in Baldivis and the 2020 school improvements included:-

- New School Website— Many thanks to Tanya Tasovac.
- New School Face Book Page—Many thanks to Angela Scott.
- The school took over the management of the Uniform Shop and this was outsourced to Nell Gray.
- The school took over the management of the Canteen and it has been outsourced to Kingston's Kitchen.
- The School received a Maintenance Grant of \$50,000.
- New flooring in B Block - \$60,000.
- New and upgraded Pre Primary/Kindy play equipment on grounds at a total cost of \$50,000, of which \$25,000 came from the Department of Education Grant.
- Relocation of school veggie patch and beautification of the previous area.
- Traffic plan painting- Road Safety Program.
- Technology—leasing of new photocopiers and computers. The purchasing of new iPads.
- COVID 19 School daily cleaning twice a day.

Learning Area	Year 3				Learning Area	Year 5			
		2019	2020	2021			2019	2020	2021
Reading	School Mean	436	N/A		Reading	School Mean	510	N/A	
	Like School Mean	422	N/A			Like School Mean	492	N/A	
	Gap	+14	N/A			Gap	+18	N/A	
Writing	School Mean	424	N/A		Writing	School Mean	470	N/A	
	Like School Mean	423	N/A			Like School Mean	467	N/A	
	Gap	+1	N/A			Gap	+3	N/A	
Grammar & Punctuation	School Mean	454	N/A		Grammar & Punctuation	School Mean	507	N/A	
	Like School Mean	432	N/A			Like School Mean	490	N/A	
	Gap	+22	N/A			Gap	+17	N/A	
Spelling	School Mean	425	N/A		Spelling	School Mean	511	N/A	
	Like School Mean	413	N/A			Like School Mean	495	N/A	
	Gap	+12	N/A			Gap	+16	N/A	
Numeracy	School Mean	429	N/A		Numeracy	School Mean	495	N/A	
	Like School Mean	402	N/A			Like School Mean	486	N/A	
	Gap	+27	N/A			Gap	+9	N/A	

3. A Culture that promotes learning

- Continue to embed the expectation that every student will learn and achieve to their best ability;
- Continue to support positive interactions with all stakeholders working together in mutually inclusive ways, developing a strong sense of trust, belonging and pride;
- Continue to embed a shared commitment to quality teaching and develop open classrooms where dialogue and collegial observations between teachers is part of the commitment to improvement of teaching and student outcomes.

4. Targeted use of school resources

- Ensure the school has processes to identify and respond to student needs through the allocation of staff and resources;
- Implement school-wide programs and approaches for students requiring additional or specialist support;
- Effectively manage the school budget to align with local and system priorities;
- Ensure the school's technological capability meets system initiative standards.

5. An expert teaching team

- Continue attracting, retaining and developing the best possible teachers;
- Expect all staff to be committed to the continuous improvement of their own teaching; and
- Actively support staff to achieve their career aspirations.

Settlers Primary continued to promote the high standards that we, as a community, expect from both our staff and students. Throughout the 2020 year it became apparent that staff, students and parents at Settlers are very proactive and in using our collective initiative, we worked together to ensure that we continued to have a school culture that promoted teaching and learning. COVID 19 impacted and presented many challenges for all involved within the school. Everyone had to expect the unexpected, be flexible and above all be prepared to change plans, expectations and activities.

There was a number of positive gains made over the year, especially for schools in WA as we remained open after a short halt in Term One. From Term Two classes were fully engaged in teaching and learning programs, although some families chose to have their children participate in the prepared home learning modified program for a few weeks into Term Two.

Positives included:-

- Greater independence, flexibility and resilience from all students from Kindergarten to Year 6.
- New COVID-19 cleaning procedures and protocols greatly improved student hygiene and health.
- Students gained a wider understanding of community health issues.
- Greater ICT connectivity to the rest of Australia and the world and understood what a true sense of community is.
- New ways of thinking and doing.
- Teachers developed new ways to teach.



School activities were delivered differently as we were unable to open classrooms, assemblies and had changes to the way we ran Book Week, Science Week and carnivals, however we still participated in all these events via online communication through our Facebook, web site and DOJO. This allowed us to continue to celebrate student achievements and hold events while still meeting Department of Education COVID requirements.

Students' academic and social and emotional needs continued to be a focus as we still participated in individual parents meetings for Individual Learning Plans, involved the School Psychologist and chaplain when referrals were needed and any meetings with outside agencies continued to be held. Students identified through Disability Resourcing received funding to support Education Assistant allocations, targeted resources and ensure teaching and learning was differentiated to provide all students with the best opportunity to achieve to their potential.



Settlers Primary, as an Independent Public School, we were able to merit select all staffing positions, whilst ensuring Education Departments permanent staff relocation policy was adhered to.

In 2020 we engaged the following staff:

Teachers: To Permanent Staff; 5 FTE (Full Time Equivalent), Fixed Term 2020 12 FTE

Education Assistants: To permanent staff 1; Fixed term 2

Other: School Psychologist 0.4 FTE Permanent

The school classes structure met Education Department guidelines, which included specialist programs in Science, Art/Drama, Physical Education and German, thus ensured students received a highly defined curriculum program and specific teacher non-teaching time (DOTT) requirements were met. Performance Management continued in 2020, as part of Settlers policy to continually upskill all staff the Administration began to use the Growth Coaching model which was in line with their own Professional learning in 2019 and this will continue to be used and further extended to all staff in 2021.

Financial efficacy was ensured through Financial Expenditure, overseen by Mrs Lynne Phillips, Manager of Corporate Services. Settlers Primary School accounts were budgeted and expended in accordance with the system and school priorities. A financial committee made up of administration, staff and parent representatives meet termly to ensure all accounts were expended in accordance with Department policy. This included targeted support provided in accordance with school identification processes, special needs guidelines and Education Assistant allocations. It also included the provision for the School Psychologist, the Chaplain and the Defence Force Mentor.



Our School Technology requirements were met through effective resourcing of IT expertise, ICT infrastructure support and procurement of technology requirements.

Other new initiatives which ensured that Settlers promote a culture of learning were:-

- IT/Laptops/computers/ I pads upgraded and disseminated throughout the school
- Specific year level coding robots/tools managed.
- Nature play garden in Early Childhood area.
- Engagement and wellbeing sensory resources.
- Increased sustainability profile with addition of worm farms and engagement with school veggie patch.
- Hands on Math resource boxes to align with Paul Swan mathematic strategies.
- Re-flooring of classrooms and wet areas.

Upskilling of staff in ICT technology resources - Teams, WebEx, One Note, creation of YouTube channels and use of video.



6. Systematic curriculum delivery

- Ensure the school has an explicit, coherent, sequenced plan for curriculum delivery across the years of school.
- Ensure staff are familiar with and work within the school's shared curriculum expectations; and
- Ensure professional development is provided to build staff skills in curriculum planning and development.

7. Differentiated teaching and learning

- Ensure that all students are appropriately engaged, challenged and extended and we will encourage students to monitor their own learning and set goals;
- Through the use of formative and summative assessment ensure that teachers are aware where students are in their learning, including current knowledge, skills, misunderstandings and difficulties; and
- Ensure we communicate with parents about student progress, inform them about what support parents can provide to enhance learning and be sure early, tailored and sustained interventions are in place for students identified as requiring additional support for academic, social, emotional or behavioural reasons, including attendance.

8. Effective pedagogical practices

- Ensure current pedagogical research informs teaching practices and that the teaching strategies promoted by school leaders are evidence based;
- Establish and communicate clear expectations to all staff in regards to effective teaching strategies, ensuring high expectations and aspirational targets are set for improving classroom performance; and
- Provide teachers with detailed feedback from leaders and/or peers based on classroom practices and where appropriate model effective teaching strategies.

In 2019 it was stated that the three categories that relate to Curriculum and Pedagogical Practises are grouped together as they are inextricably linked and interwoven. They ensure the school has an explicit and coherent plan, based on the WA curricula, that processes are in place to ensure program delivery and classroom teaching and learning strategies are effective in meeting school targets for student achievement and growth.

That has continued to be the case in 2020, even with the slight interruption in semester one, the continuity of our whole school planning, assessment and communication of students targets and progress needs to be acknowledged.

As a system, with NAPLAN not being implemented there will be a key piece of the data collection not included in our discussion and review. Although COVID impacted areas within our school, the actual delivery of our teaching programs, differentiated teaching and learning using effective pedagogical practices continued to as per our Business Plan. Staff followed and adhered to the WA curriculum and worked within phases to confirm programs efficacy continued. The assessment collection plan was maintained. Teachers were able to use in class, whole cohort and cross year moderation to ensure that student progress and achievement was monitored; thus, making clear and consistent judgements for students and our whole of school data. The end of year Student Summative Reports reflected the progress made throughout the year with students being graded in all learning areas.

Teachers ensured that tailored and sustained interventions for students identified as requiring additional support for academic, social, emotional or behavioural reasons, including attendance were written and communicated with parents in a number of ways.

Differentiation in classroom programs was demonstrated through: -

- IEPs, BMPs and Attendance plans.
- Early intervention in Kindy and Pre-Primary though referrals to support services.
- Differentiated ability groups in English and Maths.
- Writing and reading self-assessment rubrics developed in Year 4, 5 and 6.
- Desktop goals were set.
- Testing continued through Mathletics, Probe/PM Benchmark Reading and Fast Facts.
- Extra support for small group learning tailored to suit needs run by Joanne Brockwell and Danae Johnston
- Ed-connect volunteers.



Professional Development

In 2019 it was stated; there was a need to “focus on improving teacher methods in reading, writing and mathematics and professional learning is based on building teacher understandings of highly effective teaching strategies”. COVID 19 impacted on staff being able to access Professional Development from outside agencies and how we accessed Professional Learning changed.

2020 became a year of acknowledgement in recognising and utilising the expertise within our own staff. We used the knowledge and skills within our staff to disseminate information, mentor and support graduates. Staff continued to attend staff and phase team meetings and accessed PD via online presentations and through independent research in small groups. There was intense online and ICT learning due to the need to develop home learning packages utilising a range of Microsoft and department software packages.

The following professional learning took place:-

- School Psychologist provided a number of short PD sessions based around Trauma, Mental Health and Disabilities.
- The Engagement and Wellbeing team provided PD through mini workshops and online learning through the BE YOU website.
- Selected staff engaged with Instructional Strategies for Engagement Program
- Year 6 staff trialled Back to Front Maths.
- Growth Coaching was used for Performance Management of teaching staff.



Staff Survey

Staff are surveyed yearly in regards to Curriculum, behaviour and Leadership. In 2020 the Staff Survey target was met with above 4.0 in all categories.

Teachers at this school expect students to do their best.	4.7
Teachers at this school provide students with useful feedback about their school work.	4.5
Teachers at this school treat students fairly.	4.5
This school is well maintained.	4.4
Students feels safe at this school.	4.6
Students at this school can talk to teachers about their concerns.	4.5
Parents at this school can talk to teachers about their concerns.	4.5
Student behaviour is well managed at this school	4.4
Students likes being at this school	4.5
This school looks for ways to improve.	4.5
This school takes staff opinions seriously	4.1
Teachers at this school motivate students to learn.	4.4
Students' learning needs are being met at this school	4.4
This school works parents to support students' learning.	4.5
I receive useful feedback about my work at this school.	4.1
Staff are well supported at this school	4.1
This school has a strong relationship with the local community.	4.3
This school is well led.	4.4
I am satisfied with the overall standard of education achieved at this school	4.5
I would recommend this school to others.	4.6
Teachers at this school are good teachers.	4.6
Teachers at this school care about their students.	4.6

9. School-community partnership

Parent Engagement

- Continue set processes for first intake students.
- Support parents by ensuring processes are in place for ongoing and effective communication; and
- Ensure that regular and explicit feedback is communicated to parents.

School Networks

- Develop relationships the Karnup Schools' Network and promote partnerships to support and improve student outcomes;
- Continue processes for transitions across schools; and
- Ensure that regular and explicit feedback is communicated to parents.

Community Partnership

- Identify and develop relationships with appropriate local businesses and community organisations to support and improve student outcomes; environmental initiative—gardening/waste reduction.
- Set goals, develop plans and identify support which makes best use of their expertise;
- Ensure that financial resources are committed to support the success of the programmes; and
- Monitor and evaluate the success of community partnerships.

Student Services Team

All of the in-school programs are designed to support all students at both ends of the academic 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 funding of Students with Special Needs and the Special Needs Education Assistants.

School and Community Partnerships are an integral part of the Students Services Portfolio.

Associate Principal Debbie MacKenzie oversees this, supported the School Psychologist Nici van Eck-Viljoen, YouthCare Chaplain, Rachel Adams and Defense Force Transition Aide, Gillian Lofthouse who ensure that our students received the best possible social, emotional and academic support.



Nici works 2 days a week on a Monday and Thursday. Her workload included case conferences with parents and teachers, providing Professional learning, observations and specific academic testing for learning difficulties and provision of support for mental health and trauma incidents.



Rachael and Gillian worked a 3-day fortnight. Their activities included walk and talks with students in need, supporting students in the classroom, lunch time programs for mindfulness and social development. Part of their programmes was to support students in the transition to high school as part of wrap around services. Both Rachael and Gillian connected with the parent body and supported special days at school.



The Engagement and Wellbeing team was led by coordinator Andrea Crockenberg and each year level team had a lead teacher to support the staff.

Although 2020 affected our school community relationships, the way we communicated and the changes to daily routines; students and staff saw many benefits, as classes became more supportive and compassionate, students' independence and resiliency improved and the variety of way teachers communicated with parents to keep the dialogue open was impressive.

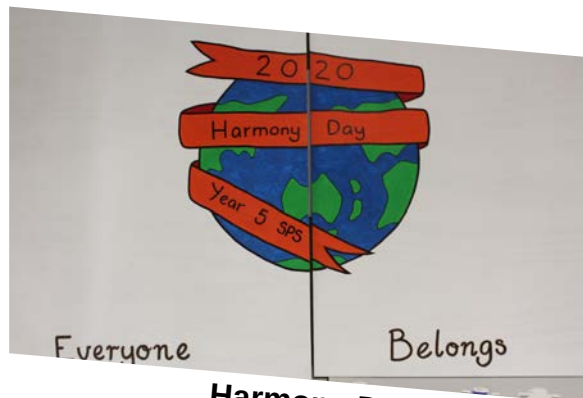
Our new website, Facebook, Dojo Communication, emails, U Tube videos, phone calls and of course face to face discussions were some of the ways we engaged with the parent body and local community to ensure that regular, explicit information and feedback continued to flow from the teachers and the school, while complying with COVID protocols.

The Student Services portfolio continued to work with:

- A number of personnel and resources from the Department such as the School Psychologist, School Nurse and Visiting Teachers from School of Disabilities – both Sensory and Behaviour.
- Medical and Mental Health specialist teams from Child Development Services, Child and Adolescent Mental Health, private paediatricians and psychologists.
- Agencies which included Autism Australia, Telethon Speech and Hearing, Department of Children and Family Services, EdConnect, Story Dogs Association and Lions Club.
- Our connection with Ridgeview Secondary College continued to develop especially in Term 3 and 4 with successful transition programs and the alignment of our Chaplaincy program.
- Our connection and relationship with the schools in the Karnup network continued to develop with specialist teachers working across schools, our interschool activities and through the Student Services Portfolio as student's transferee between schools.
- Students with Educational Needs continued to be a focus. Individual meetings with parents happened, while complying with CoVid safe procedures and the end of year Transitions took place over 2 days with Mrs MacKenzie, Mrs van Eck-Viljeon and up to 32 staff being involved.
- We have participated in and made links with the community in a variety of different events and activities throughout 2020. These included:-
- Harmony Day
- Charity days - Pet Drive, Pirate Day
- Student Voice
- R U OK Day
- Kindness Week
- EdConnect mentoring and volunteers
- Story Dog Volunteers
- NAIDOC Week



Chaplaincy Activity



Harmony Day



Pet Drive



Chaplaincy Activitiy

Kindness Card Initiative

Ed Connect Volunteers

EdConnect has been operating for over 20 years in Australia, connecting volunteers to young people in schools. They previously operated under 'The School Volunteer Program'.

EdConnect trains, supports and places volunteers in schools to improve the lives of students. They support the schools to raise literacy and numeracy standards, equipping young people with the life skills and enhancing students' wellbeing. They help to enrich the community by enabling people of all ages to help each other, providing support so that everyone has the opportunity to realise their potential – in school, in life, in society.

At Settlers Primary we use both Mentoring and Learning Support volunteers who support various students across the school.

- Mentoring provides one on one or small group weekly sessions that focus on providing emotional support, teaching social and resiliency skills and being a confidant.
- Learning Support volunteers provide classroom support to teachers, working with small groups of students to improve an academic concern. They support the students on a weekly basis under the direction of the teacher who provides resources and work packages.



Story Dogs Volunteers

Story Dogs is a non for profit organisation whose mission is to make reading fun for children, so they become confident lifelong readers. Using the accepting and loving nature of dogs this program provides a safe and non-judgmental approach to supporting reluctant readers to enjoy reading. This program helps students to focus, improves their literacy skills and their confidence soars. Once a week, volunteers and their canine companions come to school to listen to a selection of students read, have fun and enjoy doggy cuddles.



Mental Health in Schools Initiative

Over 2019 and 2020 Settlers has been involved in the Mental Health in School Initiative. This project supported Settlers PS in continuing to build upon the established and successful programmes that staff and students participate in.

The Engagement and Wellbeing representatives, with coordinator Andrea Crockenberg played an integral role in supporting others during 2020, an extraordinary year of challenges and can be very proud of the positive difference they have in acknowledging and prioritising the importance of Health and Wellbeing for students, parents and staff.

Through the Engagement and Wellbeing Team the staff and students were supported by:

Term 1

- Staff Development Day E&WB representatives conducted several 10 minute presentations to highlight Health programs, Protective Behaviours, Values and Mindfulness are embedded into Settlers programs.
- Introduction to the Be You website and the resources and professional development it provides which support Mental Health and Wellbeing.
- Harmony Day – co-ordinated year level and phase activities to celebrate cultural diversity.
- Celebrate the values and virtues with our Certificates of Awesomeness and during COVID ensured that we maintained connections with our community through photos and videos via the Facebook page and SkoolBag app.

Term 2 / 3

Over COVID Phase 3 restrictions where staff meetings and social connections were cancelled, E&WB team ensured connections for both staff and students via:-

- Professional Development rotational sessions with the School Psychologist on Anxiety, Trauma, ADHD and ASD with a focus on the mental health impacts, how this manifests in the classroom and the strategies staff can use.
- Reps recorded themselves reading staff appreciations as part of the 'Spread Kindness Like Confetti' Concept. These positive messages were emailed all staff.
- Year level appropriate Sensory Boxes were created to support the variety of needs and difficulties in classrooms.
- RUOK Day became a Wellness Week.

Reps developed activities for staff and student councillors to run and promote positive thoughts, appreciations and mindfulness.

School Music / Siren was to be positive and enriching Acknowledgement gifts for staff to help lift morale.

Dissemination of information about RUOK day and ideas for each year level to use in the education of students.

Our Chaplain and School Psychologist were consultants and participants in the week, enriching the experience and expertise we could offer.

- Teams chat became a new tool for communication.
- The Student Voice program nominated, selected and wrote Kindness Cards for Volunteers and organisations who had connections with Settlers. This was part of the Rockingham City Council's Act-Belong-Commit Initiative and Settlers Primary School disseminated 50 cards of Kindness throughout the Community to appreciate the goodwill and support they provide.
- Purchase and distribution of resources to cater for the needs of students.

Term 4

Further investigated ways to cater for Health and Wellbeing within the school:-

- by connecting with other schools,
- the Be You Education Consultant for the Rockingham Area
- identifying resources available through Headspace/Be You,
- further developing our processes and policies to cater for the changing Health and Wellbeing needs of our Learning Community.
- determining the Engagement and Wellbeing Committee's direction and goals for 2021.



Parent and Community Survey

The survey was opened at the beginning of Term 4 and parents had 3 weeks to respond. A total of 79 persons completed the survey and decrease of 5 from 2019. However the feedback from this slice of our community was especially pleasing as we have now met target in both the 2019 and 2020 surveys with a high ratings - a result of 4 or above is an outstanding outcome and we have reached our target of above 3.5 in all of the 15 areas.

This year we continued to give parents the opportunity to respond to specific questions and provide general comments. We specifically added comments about communication and how we implemented CoVID procedures. Again we had overwhelmingly positive feedback and comments (at 94% and 91%) for our handling of CoVID and our variety of communication. We also received a couple of helpful and thought provoking suggestions which we will look into, reflect on and ensure that we continue to listen to our parent body.

Parent and Community Survey Comparisons	2019	2020
Teachers at this school expect my child to do their best.	4.3	4.2
Teachers at this school provide my child with useful feedback about their school work.	3.9	3.8
Teachers at this school treat students fairly	3.9	3.9
This school is well maintained	4.1	4.2
My child feels safe at this school	4.3	4.2
I can talk to my child's teachers about my concerns.	4.4	4.3
Student behaviour is well managed at this school.	3.8	3.8
My child likes being at this school.	4.4	4.3
This school looks for ways to improve	4.1	4.1
This school takes parents' opinions seriously	3.8	3.7
Teachers at this school motivate my child to learn.	4.0	4.0
My child is making good progress at this school	4.1	4.0
My child's learning needs are being met at this school.	4.0	3.9
This school works with me to support my child's learning.	3.9	3.8
This school has a strong relationship with the local community.	4.0	3.8
This school is well led.	4.2	4.1
I am satisfied with the overall standard of education achieved at this school.	4.1	4.0
I would recommend this school to others	4.2	4.1
My child's teachers are good teachers.	4.2	4.1
Teachers at this school care about my child.	4.2	4.2



Attendance and Behaviour

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	93.8	92.4	92.7	92.6	88.2	79.5	93.8	92.2	91.6
2020									
2021									

Attendance Target

Achieve an attendance rate of equal to or above the state average.

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.

Attendance rates for 2020 will be published in Term 1 2021 once data is received from the Education Department. Overall we are pleased with student attendance this year, especially due to the changing attendance requirements which COVID presented.

However, students with attendance rates below 90% are deemed as being at educational risk and comments are included in formal reports to reflect this. Attendance case conferences are held to discuss strategies and provide support to improve attendance.

Behaviour Targets

85% of students will achieve 'consistently' or 'often' in the Attitude, Behaviour and Effort rating on the Semester1 Reports.

Year Level	2019	Target Achieved	2020	Target Achieved	2021	Target Achieved
PP	85.8	✓	74.8	x		
1	88.7	✓	73.2	x		
2	93.3	✓	86.7	✓		
3	96.4	✓	91.7	✓		
4	97.3	✓	93.6	✓		
5	90.9	✓	82.7	x		
6	93.3	✓	92.5	✓		
Overall	92.2	✓	85.1	✓		

Semester One Reports were adversely affected by the attendance rate of a number of students. There also appeared that many students were affect by the uncertainty at home and at school, due to COVID, and this affected behaviour, school engagement as well as resiliency. However, overall we were pleased that once a more normal school day occurred and routines were settled; students became more accepting of procedures and attitudes and behaviours which were in keeping with Settlers high standards.

It is still pleasing to note that we met our overall expected target and even more pleasing to see the improved percentages when we, as staff, complete a comparison with Semester Two data.

Behaviour Targets

Less than 3% of Settlers Primary student population requires a consequence of suspension for negative behaviours.

	2019	Target Achieved	2020	Target Achieved	2021	Target Achieved
Student Numbers	7 / 776		11/815			
As %	0.9%	✓	1.3%	✓		

Settlers Primary is proud of our low suspension rate as it reflects the high standards that staff, students and parents set are adhered to. We have met our Behaviour Target at 1.3 % in 2020. Behaviour Management at Settlers PS will continue to be a priority to ensure all students feel safe and valued at school. All classrooms follow the Department of Education Behaviour Management Policy expectations. Majority of behaviour issues arise due to poor communication and lack of understanding in social skills. These skills continue to be explicitly taught over the year through Zones of Regulation, our Values and Protective Behaviours. Social groups are also run at lunch time by explicit skills are taught by Education Assistants and Rachael Adams, our Chaplain.



Curriculum Activities

Mathletics

Students continue to gain success in Mathematics through the use of Mathletics. Even though we have had to overcome many challenges this year, Students have still managed to receive an impressive 93 Gold, 481 Silver and 2659 Bronze certificates. Students once again sat an online assessment test at the commencement and end of the year and their results were 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. This year Settlers has started trialling a new maths approach, Back to Front Math. This approach starts by experimenting with unfamiliar concepts to develop new ideas. It guides the teacher to uncover and confront misconceptions. Students explore their new ideas and connect them with more familiar maths. This approach supports students to be able to extend and generalise the new mathematical principles that they have learned to other areas of the curriculum. We look forward to continuing with this in the years to come.



English Enhancement

This year, to recognise the diverse needs of the students and how we can best cater to them across all the English strands, Settlers Primary School has employed Mrs Joanne Brockwell, under the direction of Ms Julie Radford, Deputy Principal, to run sessions with small groups of students from the various Year 4 – 6 classes. These groups of students were identified by their classroom teacher who has been liaising with Mrs Brockwell to identify areas of focus, whether that be extension for B/A target students, support for SaER students or further development and extension for C grade students in Reading and Viewing, Writing and Creating and Speaking and Listening. A stronger focus on developing critical literacy within our students has also been a focus. The success of this approach, based on student achievement and teacher feedback, has led us to continue with it into 2021 and broaden its reach across the school. In Year 2, Mrs Danae Johnston has lead the Year 2 English sessions, under the direction of the Associate Principal in charge of the K-2 Phase. Students are engaged in small groups and have focused on Writing, Reading, Spelling and Language Conventions. All participants eagerly attended sessions and developed their skills within the English curriculum. Support was also provided to Year 1, 2 and 3 students.



Book Week Celebrations

This year, COVID provided us with an opportunity to, think outside the box, in order to continue the tradition of our Book Week parade for 2020. Students had a wonderful time showing off their costumes as they paraded around the oval for their parents and caregivers to view. A range of literature-based activities were conducted within classrooms in order to continue to develop student engagement and love of books. Students also had the opportunity to share the books they brought, which they had based their Book Week costume on. Mrs Walker organised for the book fair to be held within the library during this time so that it still coincided with Book Week, which many students purchased from. The positive feedback we received from this year's Book Week, has confirmed that this is the format we will continue with, making some alterations to ensure it is the best model possible.



I.C.T. and Digital Technology

In 2020 the school continued to develop our ICT resources and the infrastructure to ensure that our students have access to cutting edge tools to assist learning. This area of school life was led by Mrs Julie Radford and Mr. Phil Lawry who ensured that we continued to be proactive in our purchasing to ensure our students have access to the latest technologies. Specific strategies and highlights in this area of school included:

- The continued use of an ICT Lead Teacher (Mr. Phil Lawry) to lead this area– 0.2 FTE.
- The purchasing of:
 - 32 new laptops. Two banks of 16 for Years 4-6.
 - 202 new iPads to replace all student iPads .
 - An additional 45 Meraki licenses to manage iPads.
 - 1 new Prowise board (E4).
 - 11 new teacher and administration computers.
- The increased provision of two iPads per class for Year 4 – 6, meaning that all classes from K-6 have a students to iPad ratio of 1:4.
- The increased use of web-based applications in classrooms including the Department of Education and Training web-based programs (One Drive, One Note, Outlook etc).
- The ongoing purchase of Technologies resources storage across all year levels including:
 - * Additional DOTTs and accessories for Year 1.
 - * Complete replacement of the Year 3 digital technologies with 12 lego WEDO 2.0 kits.
 - * 17 Microbits, Maqueen robots, and Microbit Sensors for Year 5.
 - * Various consumable resources in order to ensure the smooth running of digital technologies in classrooms.

Over the past 2 years all student devices have been replaced, meaning that no new devices will be purchased for 2 years. This leaves us all geared up and ready to move into the next phase of our school wide plan for Digital Technologies. In 2021 we have planned to provide Digital Technologies lessons, one hour per fortnight, to each class from Years 1-6. This will be initially be led by Mr. Phil Lawry (0.8 FTE) with the plan to increase this to one hour per week in 2022.



Phil Lawry
ICT Specialist

Drama

After the interruptions that COVID 19 brought to us at the start of the year, students have settled into a successful Second Semester exploring the elements of drama. Students have worked by themselves and with others to devise, create and perform drama using a variety of drama devices.

What skills are students learning in drama that will support them as lifelong learners and to be contributing members of society? This year, there has been a focus on helping students to identify the benefits of participating in drama and to make links to the 'real' world. In each drama lesson, students are thinking creatively, critically and applying knowledge to new situations. Students are using drama devices as a way to gain understanding of others, to work collaboratively and develop their communication skills. Situations are created where students are asked to analyse and solve problems, make decisions, sustain focus and show self-control. These skills are practiced throughout our drama lessons and are all transferable outside of the drama classroom.

Drama is a wonderful way for students to interact and interpret literature. Through the use of some well-known Australian books, the junior students have explored the key themes of differences, standing up for what you believe in, exploring feelings, choosing friendship over difference/prejudice, while the middle and senior students explored the feelings of love, friendship and loss, relationships and environmental sustainability.

Monologues are becoming an integral part of the drama program for all year levels at Settlers. Each year, students perform a monologue to their peers. This year, the year 6's had an opportunity to write their own and showcase their performances in front of the senior cohort. Classroom teachers are beginning to see the skills learnt through performing their monologues in their classroom programs, especially when it comes to self-confidence when giving presentations.

It has been a fun and exciting 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.



Physical Education

We were fortunate to be able to run the Faction Swimming Carnival, as less than a week later COVID-19 put a halt to all in-class learning programs. Teachers and Staff raced to prepare online communication and learning programs that would support the health, fitness and wellbeing of our students and community whilst in the lock-down period. Even though the state was able to resume in-class learning relatively quickly, strict protocols were enforced when students returned to ensure the health and safety of our students and community such as sanitising equipment, social distancing, non-contact games and cancelling all carnivals, including Cross Country and BASSA carnivals until further notice.

Term 3 saw the continuing decline of COVID-19 within the community and we were able to prepare students for carnivals. Our Year 5 and 6 students brought home not one, but three BASSA shields for netball and soccer which were proudly carried home by the participating teams. We also wished Mrs Rose all the best for her upcoming maternity leave, commencing in term 4.

Ms Locker took the reigns in term 4 and the continued declining numbers of COVID-19 enabled the Athletics Carnival to go ahead. The carnival provided a buzz of excitement for students returning from holidays that the school community has missed and a strong parent and family presence over the two days made the carnival a huge success that was appreciated across the school. Students demonstrated phenomenal effort and sportsmanship across two days. Congratulations to Banksia who managed to take the win by just 12 points.

Thank you to the faction captains, families and the school community who banded together supporting the school in what was truly a year of uncertainty, but great success for the Physical Education program.



Visual Arts

This year has seen the continuation of Art at Settlers Primary School with Mrs Reynolds taking Years 1-2 and Ms Wilson Years 3 - 6. To accommodate the introduction of German for the Year 5s, the years 3-5 attended Art for Semester One only and changed to Drama for Semester 2. The year 6's were lucky enough to have Art for the whole Year.

This Year has been challenging for all of us due to Covid 19 and this has impacted our Art Programme, especially for Mrs Wilson's group as they only had the one Semester of Art. We have not been able to complete as many projects and some activities have had to be changed so we could incorporate as many Elements of Art as possible in each activity.

The aim of the Visual Arts Programme is to expose and allow students to explore how Visual Art can represent ideas, experiences, observations and imagination. Students have been able to experiment and use a variety 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, Form and Value. We have used a variety of books as inspiration for our Art lessons. The Year ones used Pete the Cat as inspiration for their work on Perspective and Space, and the Year Two's used Giraffes Can't Dance as inspiration for their giraffes showing movement. Students have also studied artists Paul Cezanne for their still life drawing of pears and Vasarely's zebra painting as inspiration for their own zebra Op Art.

Years 3 - 6 have completed works inspired by artists Sandra Silberzweig, Joan Miro, Roy Lichtenstein and Wayne Thiebaud.

In Semester 2, we have built on the Art Elements taught and concentrated on the Art Elements of Texture and Space. The junior grades have used a variety of materials for printing and collage including leaves, sponges and textiles for some great results.

Towards the end of Term 3, some Year 6's were invited to work alongside local artist Samantha Prentice, at the newly named Baldivis Youth Space. The project was funded by a grant provided to The City of Rockingham by the WA Police State Graffiti fund, to decrease opportunities for graffiti and anti – social behaviour in key hotspots across the city. We were really excited to be asked to be a part of this project and work alongside Sam over two days. The kiln has continued to be used by all year levels and the children have enjoyed the tactile feeling of working with clay. The junior classes have made pinch pots and Mexican Suns. The senior classes have made coil pots, fish bowls and Kimmy Cantrell inspired clay faces. Well done to everyone. The students' creativity has continued to impress us and we are amazed with some fantastic works of art. We look forward to continuing our Art journey and seeing further improvement in their skills in 2021. Let's hope for a year without interruptions.



LOTE - German

This year has been another very exciting one for Languages. The German room moved to a new fantastic learning space located in the A Block area giving the students the opportunity to immerse themselves into the

German language in an environment rich in German language and culture. With languages gradually being introduced across the school, Year 3, Year 4 and Year 5 students received one hour of German a week this year.

In Term 1, Harmony Week was celebrated at Settlers Primary School. To celebrate the diversity of our school community, the German teacher produced a video of teachers and students sharing their heritage and home language. The German Club made their contribution by filming a music video singing a German song which was a great achievement. It was very impressive to see the students' enthusiasm in learning the German lyrics and

creating a video to present to the whole school.

In the beginning of Term 3, Languages Week was celebrated across the school. Bell music in different languages was played every day. German, Maori and Aboriginal languages were some of the languages, just to name a few. During German lessons, bilingual students held mini presentation about their home language. All classes were very engaged in learning more about the variety of languages spoken in our school community. The German teacher also invited a guest speaker to talk about Germany and the importance of language learning. The highlight of the week was the Cultural Dress-up Day. Students got to dress up in their own or their family's traditional clothing or flag colours. It was fun day for everyone involved.

As part of Languages Week a German assembly was planned by Year 5 students. C3 decided to present a play based on the German fairytale "Schneewittchen" (Snow White). The students put a lot of effort into their play practising for weeks with their class teacher and during German lessons. Unfortunately, due to Covid 19 the students were not able to showcase their work at an assembly. Instead, the students decided to film their play using a green screen to be able to share the video. It was a pleasure to witness the students' enthusiasm and dedication in creating this wonderful play performed entirely in German. What a fantastic achievement.

Another highlight of Term 3 was the Poetry Competition. Every year, the Teachers' Association of German Western Australia (TAGWA) organises this state-wide competition for German language learners of all year levels. This year's theme was "Was mich glücklich macht" (what makes me happy) and students were challenged to use a poem type of their own choice. The German Club students decided to enter the competition. Due to Covid 19, the competition was held as an online competition on Facebook instead of the annual exhibition held at the German Rhein-Donau Club. It was also decided to hold an additional internal school competition. All German students got to vote for their favourite poem. Due to the high quality of all competition entries, TAGWA decided to present every competing school with a gift voucher. The German Club students decided to organise a German lunch to celebrate their success. The students got to eat authentic German food made by the German teacher. On the menu were German meat balls, potato salad, Bretzels, Sauerkraut, German cake and German lollies. The lunch was a great success and a wonderful reward for the effort the students put into writing their German poems.

As Sarah Gerth will be on maternity leave next school year, Michaela Quilty will be taking over the German program in 2021. As part of the implementation of the new Languages Curriculum, German will be taught to Year 3, Year 4, Year 5 and Year 6 students. We are looking forward to seeing the Languages program grow further and expand across the whole school!



Science

It has been a challenging but 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 participated in Science Week activities in Term 3. The Kindy and Pre-Primary classes organised a Scitech Incursion again this year during Week 2 for their Science Week activities, while students from Year 1 through to Year 6 participated in Tabloid Science activities during National Science Week from Monday August 17th to Friday August 21st. This was the first large scale event where parents were invited back onto school grounds to volunteer since the school site got shut down due to the outbreak of Covid-19. Around 60 enthusiastic parents, carers and grandparents volunteered their time during Science Week to run activity stations, some of who 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 Wednesday November 18th 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 clear night to launch rockets and observe the night sky. The Bottle Rocket competition was a huge success again with a dazzling variety of designs and decorations on display. The rocket designs are improving every year and the competition just gets better and better. 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, Jupiter, Saturn and Mars 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 much needed funds for the school.



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. As a reward to our amazing Science Club group, 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.

Literacy Objective test, which measures Science literacy with a NAPLAN-style test. The data obtained from this assessment is 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.

Each semester, two students from each Science class are selected to attend a special reward excursion to an interesting Sciencey location to acknowledge their excellent achievement in the Science Learning Area. This is a very successful incentive programme that encourages students to strive for academic and behavioural excellence during their Science lessons. For first semester we were booked to go to Scitech for the day, but unfortunately this excursion was cancelled due to the Covid-19 pandemic. Luckily, by the time the second semester reward excursion came around restrictions had eased enough for the excursion to go ahead. Students attended an excursion to Penguin Island and the Shoalwater Marine Park, where they got to catch the ferry to Penguin Island, visit the little penguins at the Penguin Discovery Centre, go on a guided walk of Penguin Island hosted by a Parks & Wildlife Services Ranger and cruise the crystal clear waters of the Shoalwater Islands Marine Park onboard a glass bottom boat. An outstanding day was had by all who were lucky enough to attend.

For the sixth 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 is 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.



Student Voice

A range of Settlers Primary School students continued to be provided with the opportunity to be a part of the Student Board. With a focus on “Student Voice” four Student Councillors met with 2 different students from Pre-Primary to Year 6 each term to discuss a range of topics. Head Girl - Hannah undertook the Chairperson role, Head Boy - Leondre was the Minute Taker, Student Councillor - Cole was the Time-keeper, Student Councillor - Geordie was the Speaker and Student Councillor - Abbie was the Official Photographer. Some of the topics discussed at the Student Board Meetings included:

- Rockingham Council Kindness Card Initiative
- Diversity and inclusivity as a part of Harmony Week
- COVID-19 – the impact it had and their overall experiences
- Use and appreciation of resources within the school

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 thoughts and ideas about the various topics previously discussed. Student Board Members also shared the processes they take when engaging in Student Board Meetings. These processes mirrored the procedures of the School Board Meetings.

We are looking forward to continuing to work with the Student Board in 2021. During this time, we are hoping to provide students with more autonomy about what they would like to share and bring to the meetings in order to facilitate our focus on whole school improvement through “Student Voice”.



Student Survey

My teachers expects me to do my best.	4.4
My teacher listens to me.	4.2
My teachers provide me with useful feedback about my school work.	4.1
Teachers at my school treat students fairly.	4.1
My school is well maintained.	4.2
I feel safe at my school.	3.9
I feel safe in the playground.	3.8
I can talk to my teachers about my concerns.	4.4
Student behaviour is well managed at my school.	4.3
I like being at my school.	3.8
My school looks for ways to improve.	4.4
My school takes students' opinions seriously.	4.1
My teachers motive me to learn.	4.5
My school gives me opportunities to do interesting things.	4.3

2020 Student Councillors

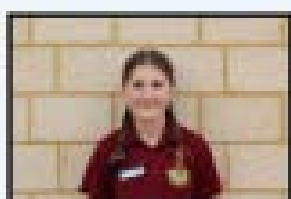
2020 STUDENT COUNCILLORS



HEAD BOY
Leondre



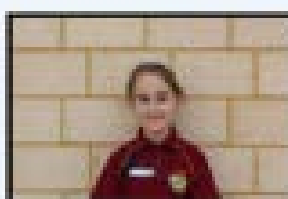
HEAD GIRL
Hannah



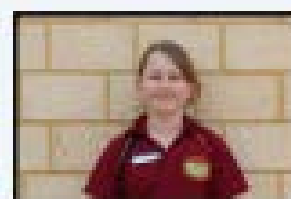
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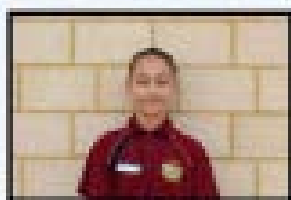
Cole



Zoe



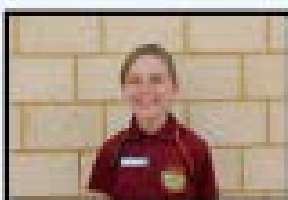
Ben



Lilla



Abbie

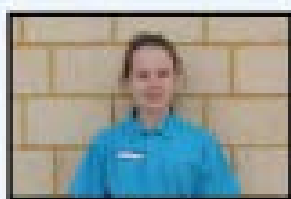


Geordie

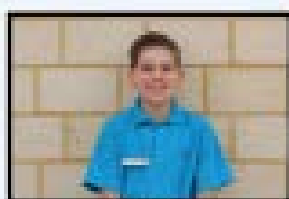


Brodie

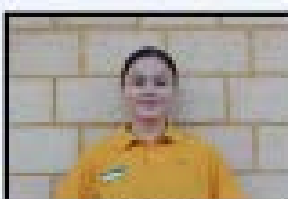
2020 FACTION CAPTAINS



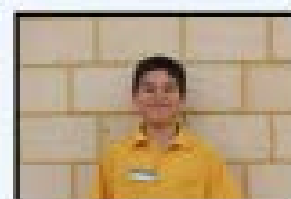
Maddison



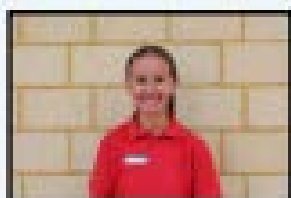
Jared



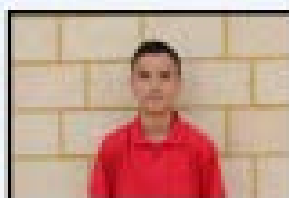
Olivia



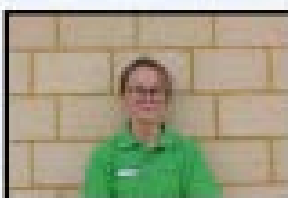
Cameron



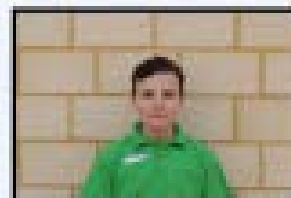
Georgia



Connor



Ruby



Bailey

2020 Leavers

This year, Leavers looked a little different at Settlers Primary. Due to the restrictions brought about by CoVID-19, we had to adapt our format and think outside the box to ensure that we were able to accommodate our large cohort of Year 6 students, their families, as well as staff and dignitaries that were invited to attend.

To this end, the leaving ceremony location was shifted from the undercover area to the natural amphitheatre adjacent to the Settlers Primary oval, which we secured permission from the local council to use. This location provided a natural, relaxed atmosphere and the name, 'Leavers on the Lawn' was coined.

Staff and students worked together to set the scene and ensure that the whole event went off like clockwork. Backdrops were built, the ceremony structure was designed, mapped out and practiced. Family members that were less physically able were considered, as we provided shade on the footpath for them to use. Multiple shades were also erected to provide cover for families in the event of a hot day.

Upon the completion of the ceremony, students had the opportunity to take photos in front of the backdrops, with their families, peers and teachers. Parents and their children were also able to picnic on the lawn together as a part of the celebration.

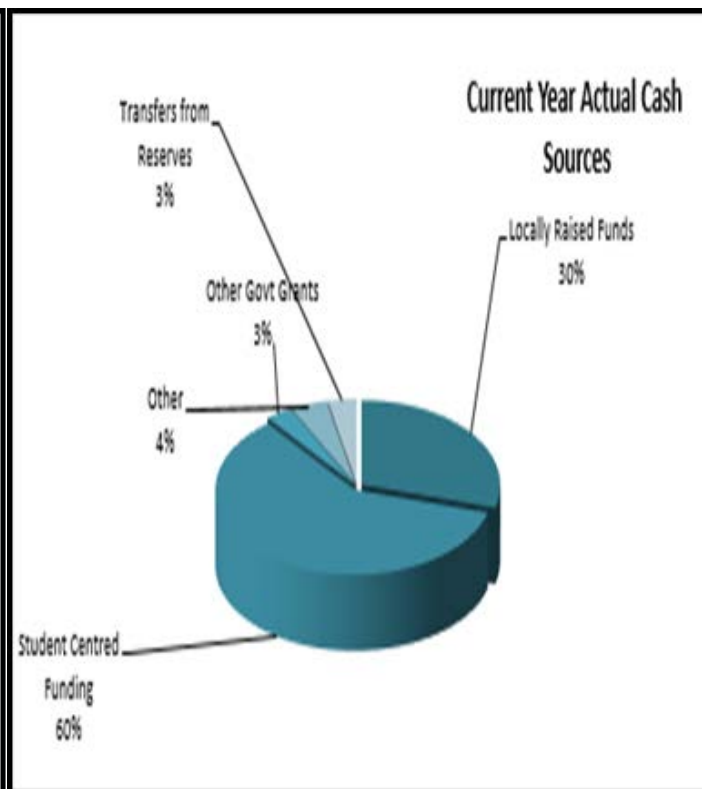
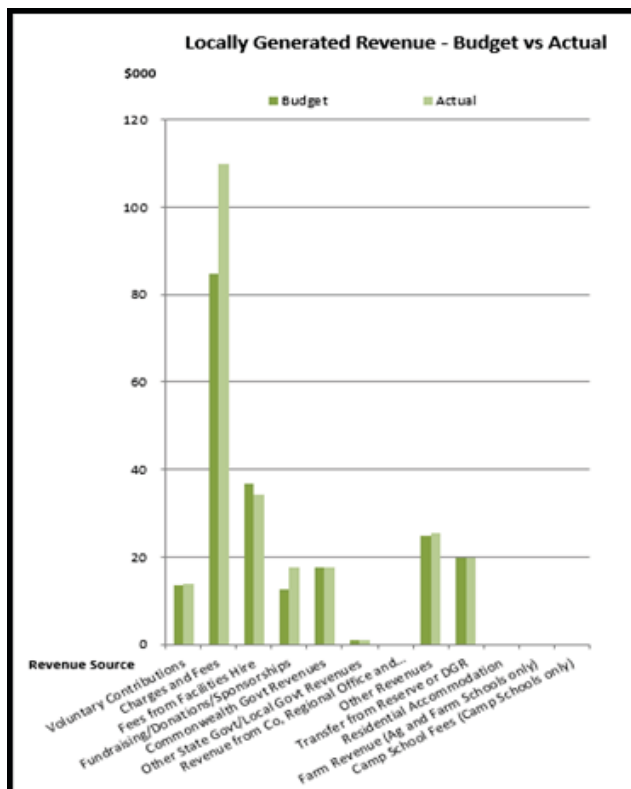
Many parents commented on the lovely, relaxed vibe and how beautiful the area and ceremony was in this location. This positive feedback and the smooth running of the morning has lead us to consider continuing in this format and location in future years.



Finance

Settlers Primary School Financial Summary as at 4 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,463.00	\$ 13,743.00
2	Charges and Fees	\$ 84,891.00	\$ 109,757.24
3	Fees from Facilities Hire	\$ 36,927.00	\$ 34,145.47
4	Fundraising/Donations/Sponsorships	\$ 12,632.50	\$ 17,636.65
5	Commonwealth Govt Revenues	\$ 17,500.00	\$ 17,500.00
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 24,757.82	\$ 25,461.45
9	Transfer from Reserve or DGR	\$ 20,000.00	\$ 20,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 211,271.32	\$ 239,343.81
	Opening Balance	\$ 59,447.00	\$ 59,447.08
	Student Centred Funding	\$ 357,512.00	\$ 357,522.10
	Total Cash Funds Available	\$ 628,230.32	\$ 656,312.99
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 628,230.32	\$ 656,312.99



Finance

Settlers Primary School Financial Summary as at 4 December 2020

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 23,046.87	\$ 24,495.17
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 143,271.82	\$ 123,336.57
4	Buildings, Property and Equipment	\$ 222,957.60	\$ 105,232.09
5	Curriculum and Student Services	\$ 215,541.15	\$ 206,174.92
6	Professional Development	\$ 10,717.00	\$ 20,665.79
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 2,342.00	\$ 4,769.81
9	Payment to CO, Regional Office and Other Schools	\$ 6,444.00	\$ 3,941.82
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		\$ 624,320.44	\$ 488,616.17
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 624,320.44	\$ 488,616.17
Cash Budget Variance		\$ 3,909.88	

Cash Position as at:		
Bank Balance	\$	449,416.40
Made up of:	\$	-
1 General Fund Balance	\$	167,696.82
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	271,060.04
5 Suspense Accounts	\$	13,049.54
6 Cash Advances	\$	-
7 Tax Position	-\$	2,390.00
Total Bank Balance	\$	449,416.40

