

## Our Mission

“*Innovate—Engage—Inspire*” is part of the everyday language at Margaret River Primary School. This is demonstrated through the school curriculum, integration of 21st Century capabilities, whole school and community based initiatives. Our school has a strong focus on the development of students’ ‘Emotional Intelligence’ through Play Based learning in the Early Years and Inquiry based learning across the whole school.



## Significant Events of 2019

### Kitchen Garden Celebration

Our Kitchen Garden celebrated its 10th anniversary at the end of 2019. We held a garden open day that featured lots of plants and produce for sale along with garden crafts and healthy food prepared in the Kitchen. Members of the public and special guests joined us for the celebration and we presented Mr McLeod with a hand crafted bench seat for the garden in acknowledgement of his contribution to the program over the past 10 years.

### So What?

This is the question we encourage students to ask of themselves in their learning journey. Really we are asking them how they can apply what they have been learning to the real world. By *Thinking Globally and Acting Locally* our students see the connection between school and the world. In 2019 we committed to considering how what we learn at school contributes to the attainment of the United Nations 2030 Sustainable Development Goals. We have taken this approach to develop hope and optimism for our world through applying creative and critical thinking.

### Welcome Ms Brierty

Ms Kelly Brierty joined us as a Deputy Principal at the start of 2019. Ms Brierty comes to Margaret River from the Kimberley where she spent a number of years as a school leader and is an excellent asset to our school community.

### The Arts

Our students’ amazing visual arts creations were back on display at the Margaret River show this year. Talented musicians dedicated hours of practise in the specialist music program and our rock bands performed two gigs at Settlers Tavern throughout the year. The Bella Melodia singing group rehearsed weekly and performed a number of times in the community.

### Engaged with Asia

Students across the whole school learn about Australia’s relationship, past and present, with Asia through their everyday learning. In 2019 we continued to develop our relationship with the Indonesian Consulate and over 120 students attended a concert performed in the Bahasa Indonesia language by Micky J from Indonesian Idol.

### Facilities Upgrade

We commenced an upgrade of facilities around the school beginning with our assembly area. A new sound system and video screen was installed and painting and signage, both inside and out, was upgraded. Plans were put in place for repairs to court surfaces, line markings, verandas and walkways and we look forward to their completion in 2020.

### P & C Association

Our P&C played an important role in supporting our school through financial contributions to the surf carnival, facilities upgrades and growing the canteen. Parents helped out at many events and were especially supportive of the Fun Run. The disco grew even bigger than the year before and our students were able to attend the Margaret River Readers and Writers Festival with financial support from the P&C. Thank you for the important role that you play in our school community.

### STEM

We make sure that our students have the very best opportunities through integrating Science, Technologies, Engineering and Mathematics learning experiences. This is achieved through an Inquiry based approach to learning and features additional programs such as Lego League Jr Engineering series in which a number of our junior students travelled to a regional competition after working on design projects over a number of months.

### Keeping Active

We surfed, skated, practised yoga, performed circus skills and mountain biked our way throughout the off site sports program. Students took part in swimming carnivals, athletics carnivals and we travelled to Busselton to take part in interschool winter sports carnivals. Our surfing carnival gave students in Years 4 –6 the chance to develop their skills in the ocean.

### Farewell to Mr Bunn

Mr Bunn retired after many years of teaching service in the Margaret River Community. We thank Mr Bunn for his contribution to the school community and wish him well for the adventures ahead.



## Annual Report 2019

### Literacy & Numeracy and Future Focussed Learning

**Target: Reduce the proportion of students achieving below the National Minimum Standard on all NAPLAN assessments.**

The table below shows the proportion of Year 3 and 5 students who did not achieve above the National Minimum Standard in 2018 and 2019. This represents two different groups of students that we will track across the next three years. This will be achieved through individual and small group interventions and support programs.

It will also be a focus to ensure that the high levels of achievement in Year 3 are sustained at Year 5.

The green boxes indicate where we have proportionally less students than *like schools* achieving below the National Minimum Standard.

*\*Like schools are those schools that are identified by the Department of Education WA as similar in characteristics to our school.*

	Numeracy		Reading		Writing		Spelling		Grammar & Punctuation	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Year 3	2%	5%	1%	3%	3%	0%	3%	3%	4%	2%
Year 5	5%	4%	4%	4%	10%	5%	3%	6%	3%	7%

**Target: The proportion of students achieving A, B or C grades for English will be the same or greater than like schools.**

The table below details the proportion of students that achieved an A, B or C grade for English at the end of 2019. The green boxes highlight the cohorts of students who we are focussing on improving. On average, 93.6% of our students achieved these grades in English compared to 92.7% of students in like schools.

The Year 3 *Global* grade allocation improved from 78.1% (as Year 2 students in 2018) to 91.7% in 2019.

Year Level	Global (Overall Grade)		Reading & Viewing		Speaking & Listening		Writing	
	MRPS	Like Schools	MRPS	Like Schools	MRPS	Like Schools	MRPS	Like Schools
PP	93.9	92.2	89.6	85.6	97.6	93.2	88.4	82.9
1	95	94	91.0	84.6	97.4	91.6	85.4	81.7
2	92.2	92.5	78.5	84.2	94.4	91.1	75.5	81.5
3	91.7	94.2	81.2	82.7	90.1	90.3	78.3	79.8
4	94.1	92.6	88.4	85.1	93	93.5	78.3	82
5	94	91.8	83.8	84.8	87.3	92.1	75.3	80.0
6	94.3	91.8	90.2	86.2	92.1	90.7	82.3	82

'Global' refers to the overall grade that is made up of the four strands of English. This is what you see on students' reports.

Whilst a focus on Writing for the Years 2, 3 and 5 cohorts is maintained, each of these cohorts has improved from 2018.

Teachers work together to moderate (make a consistent judgement) student work in order to maintain consistency of grade allocations across the school.



## Annual Report 2019

### Literacy & Numeracy and Future Focussed Learning

**Target: The proportion of students achieving A, B or C grades for Maths, Science and Humanities & Social Sciences will be the same or greater than like schools.**

The table below details the portion of students who achieved A, B or C grades for these learning areas at the end of 2019. Green boxes highlight the students that we are monitoring for improvement. Only two year levels in the three areas fell slightly short of this target, however, as a whole school this target was achieved.

Year Level	Numeracy		Science		HASS	
	MRPS	Like Schools	MRPS	Like Schools	MRPS	Like Schools
<b>PP</b>	94.3	91.7	96.6	95.8	N/A	N/A
<b>1</b>	94.4	91.1	95.5	95.1	94.3	95.6
<b>2</b>	86.9	86.5	90.9	93.5	81.8	92.8
<b>3</b>	83.2	86.5	91.1	93.8	81.2	90.3
<b>4</b>	92.2	87.7	95.3	90.0	93.8	89.7
<b>5</b>	81.2	84.9	89.1	90.4	86.2	88.7
<b>6</b>	78.6	86.7	97.3	91.9	91.1	88.5

### Safe and Supportive School

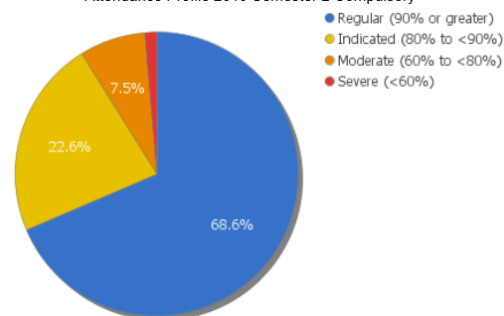
#### Attendance

Our average rate of attendance has been stable over the last five year period. In 2019 the proportion of students in the 'Regular Attendance' category increased by 5% which was achieved by a reduction in both the 'At Risk' and 'Moderate At Risk' categories.

A significant impact on our rate of attendance, particularly in semester two, is families taking vacations inside school time. We would like to remind families that every day of school that a student misses will have an impact on their learning.

The table below indicates attendance rates for each year level.

Attendance Profile 2019 Semester 2 Compulsory



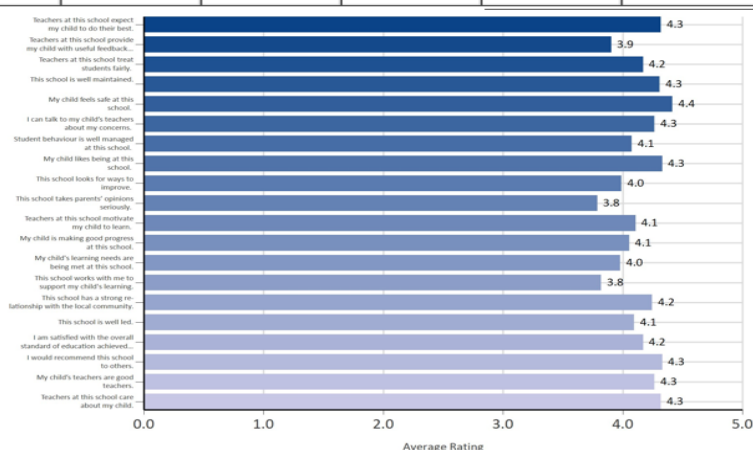
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
<b>2017</b>	90%	94%	93%	93%	94%	94%	94%
<b>2018</b>	92%	92%	94%	94%	93%	93%	93%
<b>2019</b>	91%	92%	92%	93%	93%	94%	91%
<b>WA Public Schools 2019</b>	91%	91%	92%	92%	92%	92%	92%

#### Community Communication & Satisfaction

Our community survey was administered online in 2019 with 94 families responding. On each of the survey items we scored an average response that indicated that parents were pleased with our school. We are focussing on improving our home-school communication processes with a more timely information flow and improved electronic communication. Further details are available on our website.

Rating Scale:

5—Strongly Agree 4—Agree 3—Unsure 2—Disagree 1



## Annual Report 2019

### Partnerships

#### Nature Conservation Foundation

We partnered with the Nature Conservation Foundation to conduct health checks of the waterways across the Capes and to replant native vegetation to sustain the biodiversity of the region. Students in Years 3, 4 and 6 were all active in the field with the Year 6 group presenting their recommendations to the Augusta Margaret River Shire.

#### Stephanie Alexander Kitchen Garden

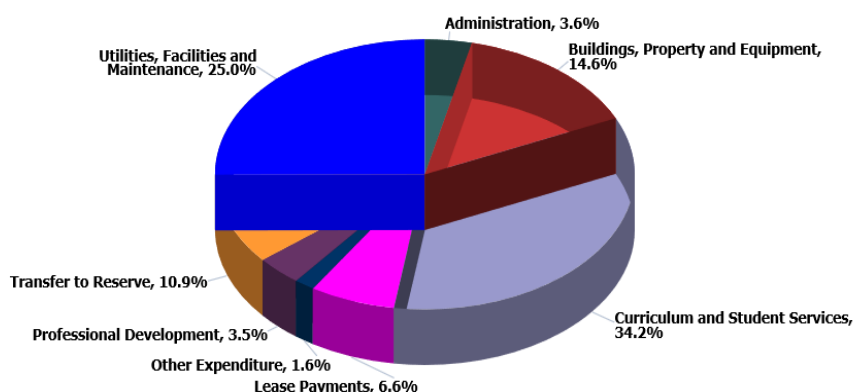
Over 250 students had access to this program learning about healthy eating, food preparation and sustainable food production.

#### Volunteers

Thank you to the many volunteers who join us every week to help students develop their reading skills. The volunteers are formally trained in supporting students to read. They have an understanding of a variety of text forms and are an important part of our school in building reading skills, resilience and self-esteem. Our school chaplain holds a breakfast club each week with the support of community volunteers.

### Resources

#### Goods and Services - Current Expenditure Budget



	Goods and Services
Administration	\$32,725
Buildings, Property and Equipment	\$132,251
Curriculum and Student Services	\$310,436
Lease Payments	\$60,000
Other Expenditure	\$14,190
Payment to CO, Regional Office and Other schools	\$0
Professional Development	\$32,173
Transfer to Reserve	\$98,792
Utilities, Facilities and Maintenance	\$227,450
<b>Total</b>	<b>\$908,016</b>

#### Future Planning

The table and graphic above shows a breakdown of how our cash budget was spent in 2019. Due to a decrease in student numbers we anticipate being overstaffed in 2020, particularly in the area of education assistants. A formal budget review process may be necessary if this is the case. This would mean that central support from the Department of Education could be accessed and our staffing numbers could be balanced through a formal process with their support and direction. Cash reserve plans are in place for infrastructure updates and the replacement of digital devices across the school as they become necessary. Computer leasing has become a more financially viable option to ensure that devices are updated as required. A number of building and maintenance projects will be undertaken in 2020 including painting, repairs to court and veranda surfaces, new line marking, installation of new lighting, improved signage and roof repair.

### Directions for 2020 & Beyond

As detailed in our Business Plan, we are committed to *Future Focussed Learning* through reflecting and improving on our teaching and learning to ensure that students have the necessary skills for the future. This will be a focus over the coming years as we ensure that we integrate Literacy, Numeracy, ICT Capability, Critical & Creative Thinking, Ethical Behaviour, Intercultural Understandings and Personal and Social Capability across all year levels in all learning experiences.

We will focus on the wellbeing of students and staff through continuing to develop a whole school approach to the nurturing of Emotional Intelligence (EQ) and mental health and wellbeing.

