



# 2022 ANNUAL REPORT

*Together We Achieve*



## INTRODUCTION

### MESSAGE FROM THE PRINCIPAL

Grandis Primary School's mission states..... "As a learning community the fundamental purpose of Grandis Primary School is to assist all students to develop the knowledge, skills and behaviour essential to their success in life."

Our vision is that:

- Students are successful
- Staff are effective
- The learning environment is supportive
- Community partnerships enhance learning

The School Business Plan 2022 - 2024 was collaboratively prepared by staff and the School Board in 2022. A copy of the Business Plan can be obtained on the school website <http://grandisps.wa.edu.au/>.

This Annual Report is an integral part of the school's reporting and accountability cycle which provides you with a snapshot of how our school performed in 2022. This report was written using the input of staff who are responsible for specific aspects of school operation.

Our staff are keen to celebrate their strengths and the success that can be observed through assessment data. They are also very self-reflective and regularly look for ways in which our school can improve. The data we collect through formal assessments, surveys and other sources helps us to determine our strengths, identify areas of concern and plan for future teaching and learning opportunities. We are proud of the professionalism displayed by our staff as well as all the hard work they undertook to provide your children with the best possible school environment in 2022. I hope that this report provides you with some practical and valuable information.

Additional information about school performance can be found on the Department of Education's Schools Online website at: <http://www.det.wa.edu.au/schoolsonline>

Stephen Bevan  
Principal

December 2022



### SCHOOL BOARD

The School Board were an active group again in 2022 under the leadership of Michael Pattinson, meeting in Week 7 of every term.

The School Board did some significant work in 2022, some of which included:

- Provided community input into various activities and actions e.g. change to school newsletter
- Endorsed 2021 Annual Report
- Endorsed 2023 Contributions and Charges schedule
- Endorsed school Funding Agreement and budget
- Reviewed school NAPLAN data
- Reviewed school self-assessment data



School Board members in 2022 included:

Parent Representatives: **Michael Pattinson**

**Elle Heaysman**

**Glenn McLaren**

**Rachael Glynn**

Grandis Primary Staff  
Representatives **Stephen Bevan**

**Cherie Pearce**

**Karin Robinson**

The School Board welcomes your feedback and looks forward to its ongoing work at Grandis Primary School.





## OUR SCHOOL CONTEXT

Stage 1 of Grandis Primary School opened in 2019 for students in Kindergarten and Pre-primary. The school consisted of six transportable buildings, a playground area and grass area as well as a carpark. Stage 1 of the school operated in one section of the overall school site while construction of Stage 2 was taking place. Stage 2 of the school, which included all of its current buildings and additional playgrounds, as well as the oval, opened officially on 14 February 2020.

Our school is situated in the City of Wanneroo within the quickly growing suburb of Banksia Grove. In 2020 our student enrolment was approximately 320. This was greater than the original estimated number for the opening of Stage 2 of the school. In 2022 the student population grew to 561 with two transportable buildings installed in Term 4 ready for the start of the 2023 school year.

The school's Index of Community Socio-Educational Advantage increased from 1010 in 2019 to 1015 in 2020 and then fell to 1011 in 2021 and 991 in 2022. Approximately 30% of our students came from a language background other than English and 5% were Indigenous students.

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia. As an Independent Public School all staff were selected by merit or through the Department of Education Redeployee process, enabling us to select suitable staff from other schools. All staff filling clear vacancies in 2022 were awarded permanent positions at the school.

The school has a highly active and engaged P&C which met twice per term. The P&C continued to support the school and run some very successful events which included a Bunnings Sausage Sizzle, Easter Raffle, Mothers' and Fathers' Day Stall, Disco, Athletics Carnival sausage sizzle and Colour Run.

In 2022, the School Board participated in the review of school policy, as well as the review and endorsement of the 2022 Budget, and 2022 Contributions and Charges schedule.



**SCHOOL PERFORMANCE INFORMATION – Literacy and Numeracy**

## **Literacy**

In 2022 the school focused on establishing Sounds-Write as our phonics program in PP-Y2 and in building the reading resources for the older years including novel and chapter book sets.

### **Purchase of Resources**

- Purchased additional hands-on phonics materials
- Purchased decodable readers
- Purchased novel sets
- Purchased short chapter books for the middle years

### **Professional Learning**

Staff continued to be upskilled in whole school programs including Talk for Writing and Sounds Write. We also continued to build instructional leadership through participation in the Language Leadership Program at the West Coast Language Development Centre.

At the school level we continued our in-class modelling and staff worked in Phase of Learning Teams to coordinate work shadowing, modelling and to develop collaborative planning of whole school programs.

### **Whole School Assessment**

#### **Reading**

- PAT Reading implemented in PP-Year 1
- Lexile implemented Year 3-6

#### **Writing**

- Whole school Brightpath Writing

#### **Speaking and Listening**

- School started tracking selected EALD students on the progress maps
- Phonological awareness and code knowledge via the Sounds-Write screen

#### **On Entry**

- Completed with our PP students in Term 1

#### **NAPLAN**

- Reading, Writing, Spelling and Grammar completed with the Year 3 and 5 students



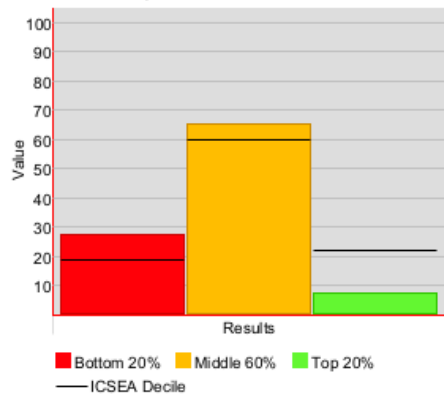
## LITERACY – On Entry Data

On Entry assessments were conducted with Pre-primary students in Term 1.

### **Cohort: GRANDIS PRIMARY SCHOOL 20221 (2023) Reporting Period: Semester 1, 2022**

On-Entry - Reading

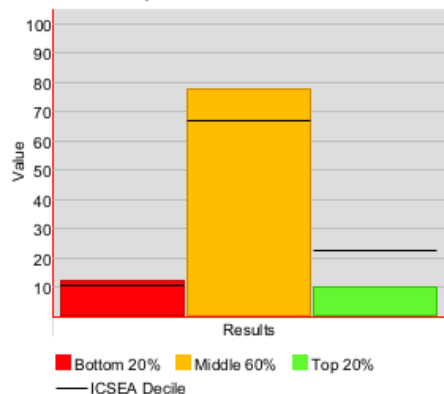
Results compared to ICSEA Decile including data from other schools



### **Cohort: GRANDIS PRIMARY SCHOOL 20221 (2023) Reporting Period: Semester 1, 2022**

On-Entry - Writing

Results compared to ICSEA Decile including data from other schools



In 2022 student performance was significantly above the ICSEA Decile for the bottom 20% and middle 60% of students in Reading and the middle 60% of students in Writing. The school aims to increase the percentage in the Top 20% of students through targeted professional learning for staff and a strong focus on vocabulary instruction in oral language, reading and writing activities.



## LITERACY – NAPLAN Data

The following data was taken from My School <https://www.myschool.edu.au/>

- NAPLAN participation for Grandis Primary School was 97%
- NAPLAN participation for all Australian students was 95%

School average compared to students with a similar background\*

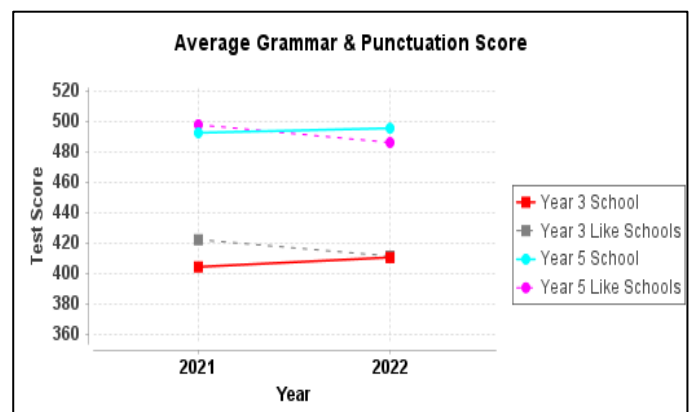
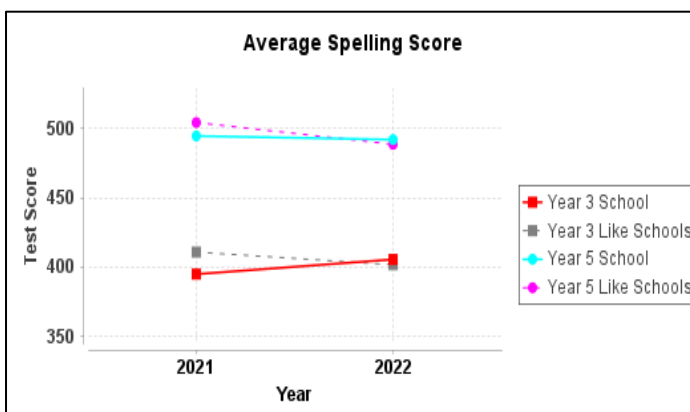
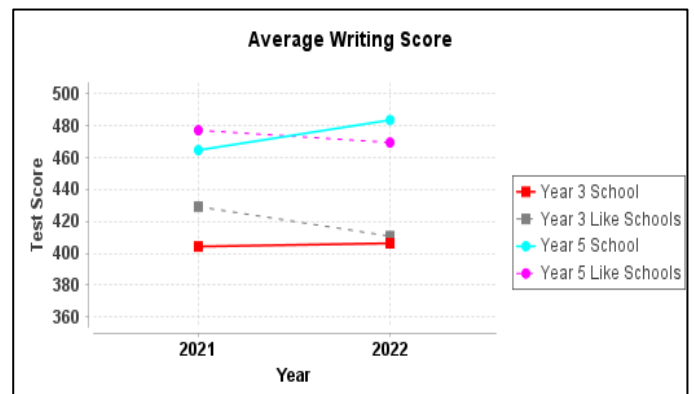
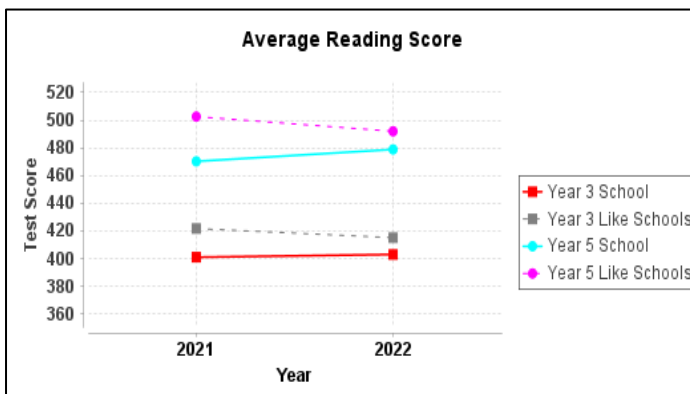
Test Year 2022	Reading	Writing	Spelling	Grammar
Year Level 3	403	406	406	411
Year Level 5	479	484	503	496

\***Similar background** – students have a similar background as determined by parental occupation and education. The background of students has been shown to have an impact on NAPLAN results.

Key	
Well above	
Above	
Close to	
Below	
Well below	

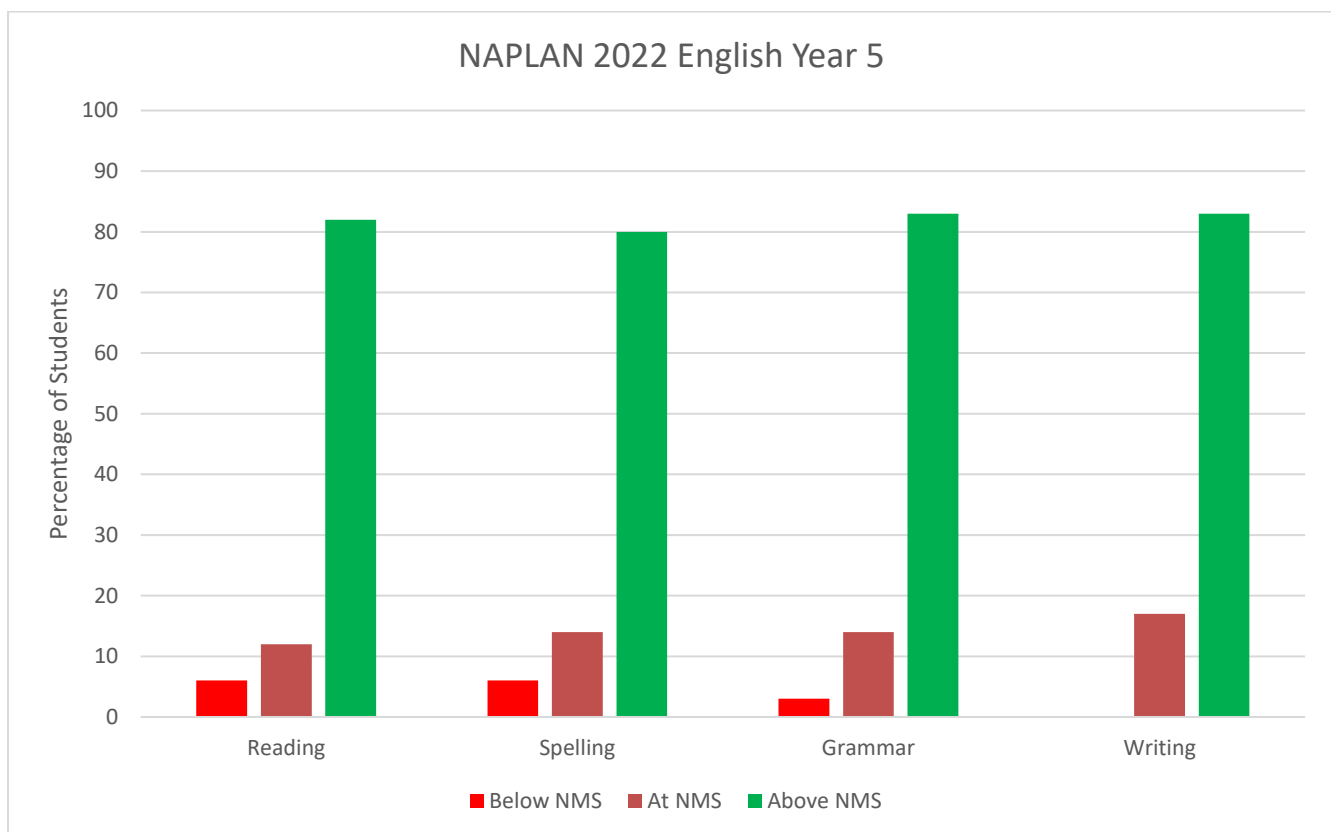
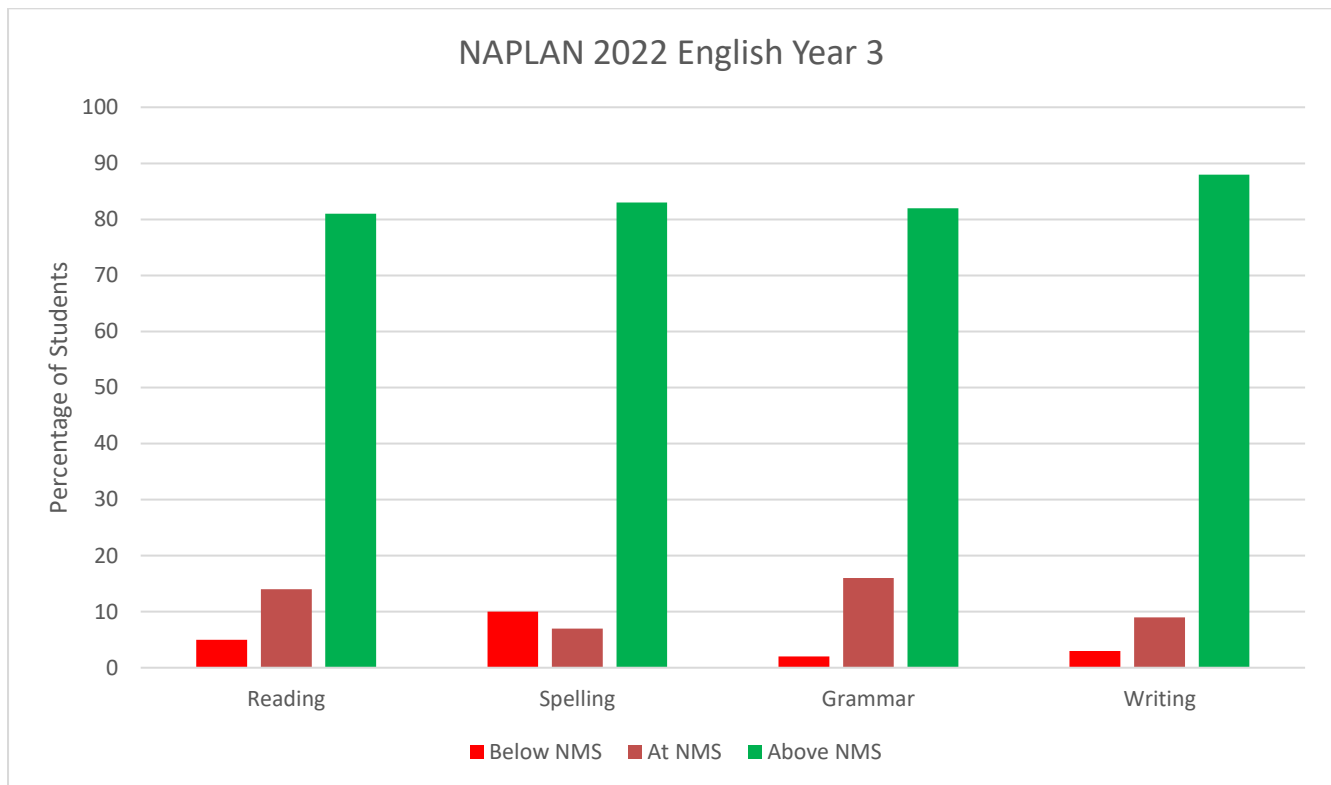
The following data was taken from Schools Online.

NAPLAN Longitudinal data shows average year level performance compared to 'Like' schools across 2021 and 2022.



In 2022 average student performance was close to or exceeding that of like schools in all but Year 3 and 5 Reading. In these areas the gap was reduced from 2021 to 2022.

For NAPLAN, the National Minimum Standard (NMS) for Year 3 is Band 2 and for Year 5 is Band 4. These graphs show how students compared against the National Minimum Standard in 2022 in English/Literacy strands.





## **Numeracy**

In 2022 a number of goals were established in relation to building the resources available to staff in the school, ensuring all staff were familiar with the whole school expectations, the provision of appropriate professional learning and the provision of resources to support parent understanding of math concepts and teaching methods.

### **Purchase of Numeracy Resources**

- The quantity of some resources was increased to cater for increased student numbers and losses or damage to existing equipment.
- New resources were purchased as requested or required by staff.

### **Professional Learning**

- Induction of new staff in the KSAR Model, whole school Math Vocabulary Scope and Sequence and Mental Math Scope and sequence.
- Embedding of Professional Learning for all staff in relation to the use of the KSAR Model, whole school Math Vocabulary Scope and Sequence and Mental Math Scope and sequence across the school.
- The concept of Daily Math reviews was introduced as a result of data analysis in 2021 that showed that testing errors were frequently in areas that had been covered earlier in the year and had not been revisited. The purpose of Daily Math Reviews was to provide regular consolidation of key skills, knowledge and processes from content blocks.
- Staff were upskilled in the analysis of BrightPath and K-7 Math Data.
- Collaborative development of math year level overviews, Math Content teaching blocks, school-based planning documents saved in the year level Connect Communities, the implementation of Numeracy Blocks in classrooms as per Teaching and Learning guidelines, the incorporation of the KSAR problem solving model, the whole school Math Vocabulary Scope and Sequence and the whole school Mental Math Scope and sequence into teaching and learning are all ongoing processes.

### **Whole School Assessment**

- The Kindergarten teachers continued to implement a school-based Math assessment plan.
- The K-1 teachers discontinued the use of the K-7 Assessment and moved to the PAT-M assessment as this was able to be completed and collated online and was more time effective for staff, with reports provided to support the interpretation of data.
- The Year 2-6 teachers used the BrightPath Math Assessment tool for Year 2-6 students.
- Year 2 to 6 classes completed Westwood One Minute Math Assessment.

### **Parent Workshops**

- Development of phase of learning videos to support parent understanding of math concepts. PoLT Committee members were asked to identify topics for video development and the following were identified. COVID interrupted the effective implementation, although a video was produced to support parents to work with students on addition and subtraction facts. This work will continue into 2023.
  - Counting skills and Principles,
  - Addition and Subtraction Facts,
  - Multiplication and Division Facts,

- Telling the Time and
- Regrouping addition and subtraction were commenced.

## What were some highlights of the year?

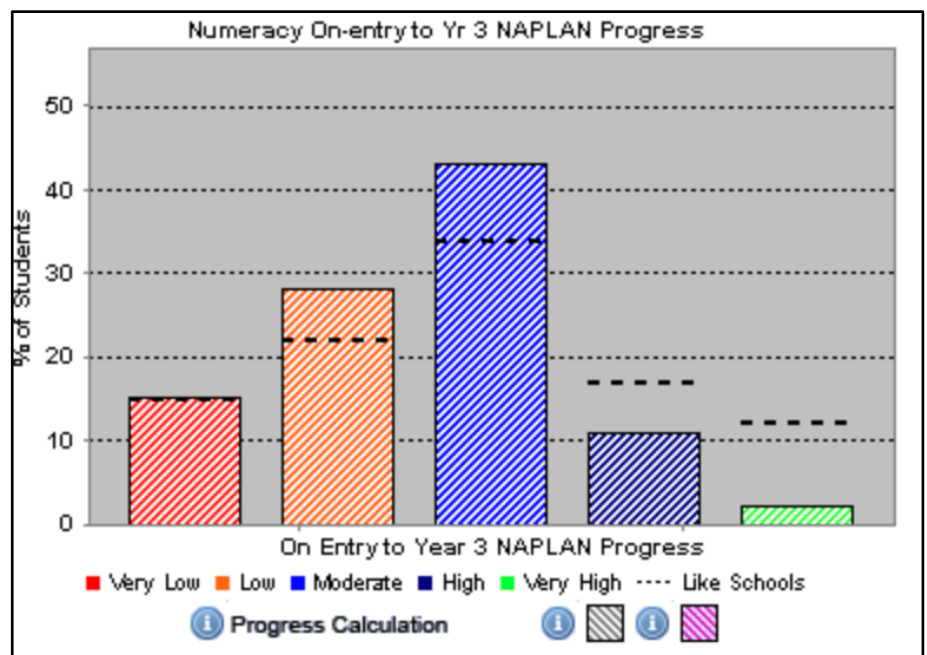
- Introduction of Math Reviews
- Targeted professional learning in response to staff needs.
- Development of a Math Review Observation and Feedback checklist
- Coaching professional learning for selected staff

## NUMERACY – On Entry

### On-entry Assessment

On-entry assessments were conducted with all Pre-primary students in Term One. These assessments help us to identify possible support and/or extension that students may need from a very young age. [On-entry assessment - Department of Education](#)

This graph shows the progress made for students between Pre-primary and Year 3. The data compares On-entry scores with NAPLAN scores. The school aims to increase the percentage of students in the 'high' progress category.



Cohort: GRANDIS PRIMARY SCHOOL 20221 (2023) Reporting Period: Semester 1, 2022

### On-Entry - Numeracy

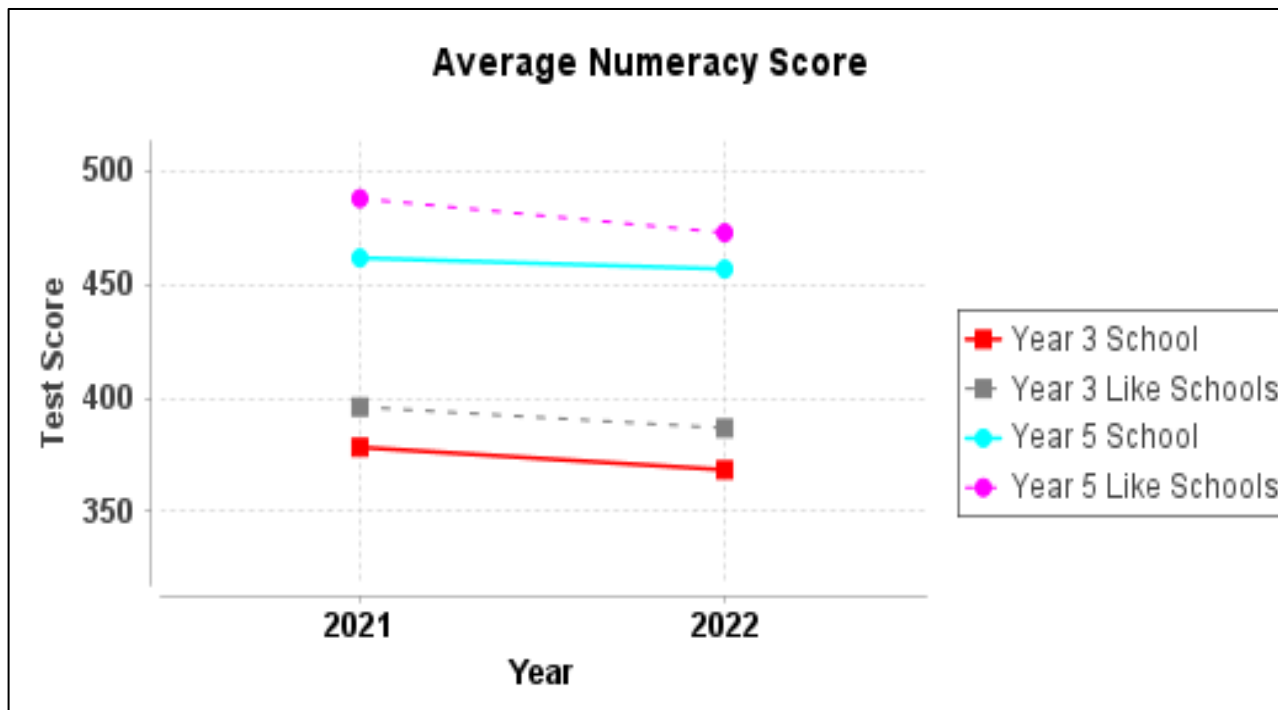
Results compared to ICSEA Decile including data from other schools



In 2022 student performance was similar to the ICSEA Decile for the bottom, middle and top percentage of students.

**NUMERACY – NAPLAN Data**

The following data was taken from Schools Online. NAPLAN Longitudinal data shows average year level performance compared to 'Like' schools across 2021 and 2022. The gap between Year 5 students in like schools and Grandis Primary School was reduced from 2021 to 2022. The gap between Year 3 students remained statistically similar.



The following data was taken from My School <https://www.myschool.edu.au/>

School average compared to students with a similar background\*

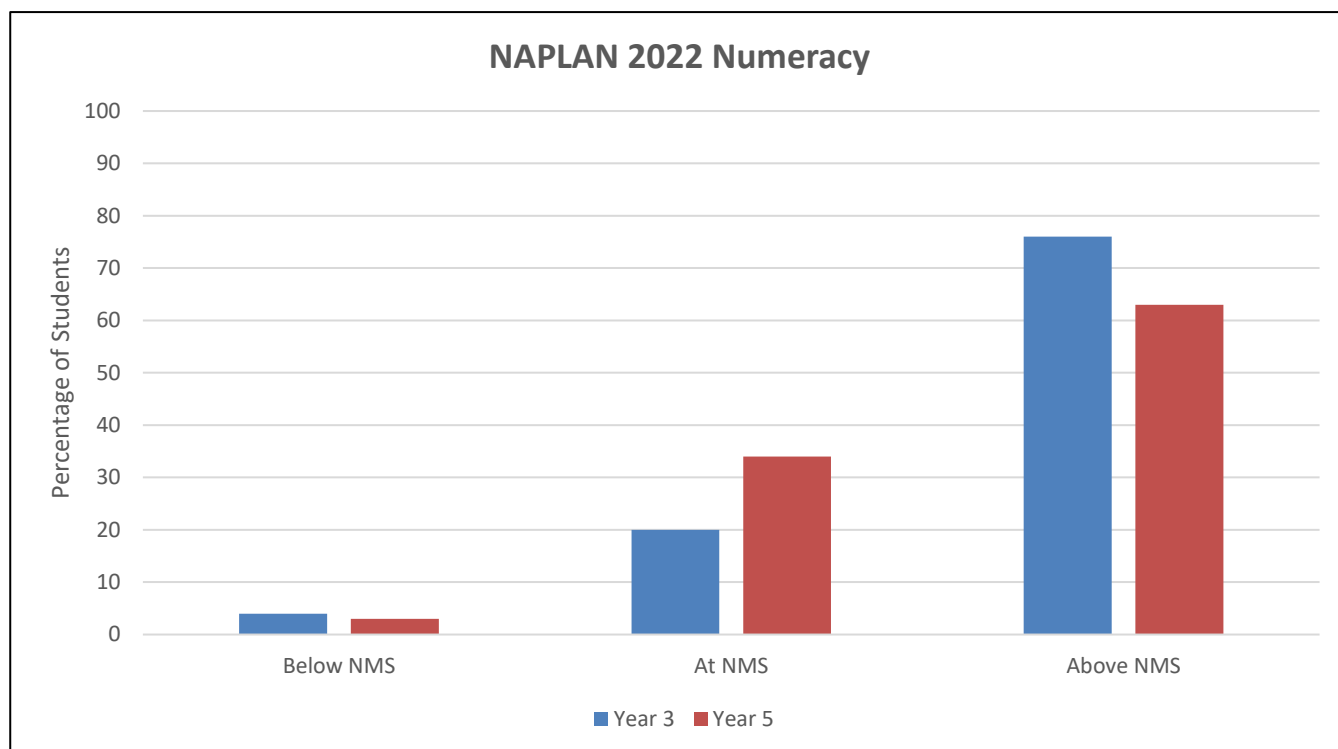
Test Year 2022	Numeracy
Year Level 3	368
Year Level 5	457

**\*Similar background** – students have a similar background as determined by parental occupation and education. The background of students has been shown to have an impact on NAPLAN results.

Key	
Well above	Green
Above	Light Green
Close to	Yellow
Below	Light Red
Well below	Red

The school aims to increase the average achievement level of Year 3 students to 'close to' or 'above' those with a similar background.

For NAPLAN, the National Minimum Standard (NMS) for Year 3 is Band 2 and for Year 5 is Band 4. This graph shows how students compared against the National Minimum Standard in 2022 in Mathematics.





### Primary Behaviour Support (PBS)

The purpose of the PBS initiative is to create a consistent and supportive learning environment across the school. Through PBS the school will develop and embed a caring culture with high expectations and positive relationships across the entire community. We value collaborative processes to inform our decisions. "Together We Achieve!"

As a PBS school a key part of our vision is for students at Grandis Primary School to increasingly demonstrate the behaviour expectations:

- We are Kind
- We are Respectful
- We are Responsible
- We are Learners



These expectations were developed in consultation with the staff and School Board as part of the process of becoming a Positive Behaviour Support (PBS) school.

The 2022 PBS Operational Plan had the following targets, all of which were achieved:



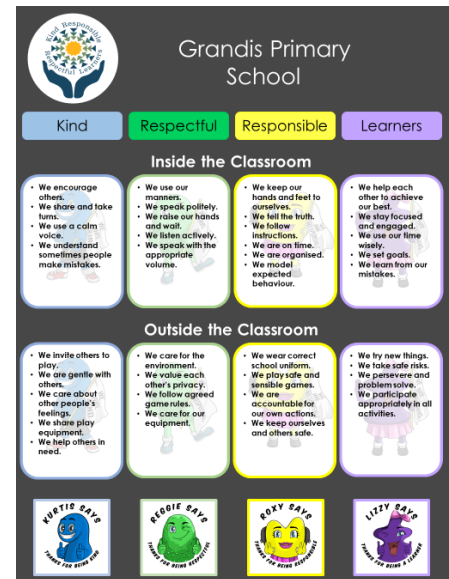
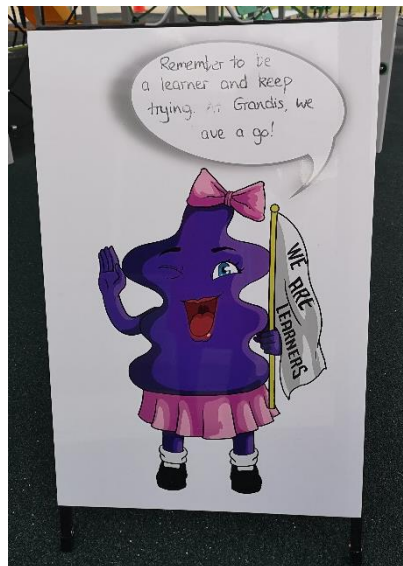
- Finalise visuals that are to be used around the school to reinforce our Behaviour Expectations.
- Embed maximum student engagement through implementation of effective Classroom Management Strategies (CMS)
- Continue to embed PBS with parents and the wider school community.
- Acknowledgment system to be finalised to encourage expected behaviour.
- Finalise process for creating termly lesson schedules using collected data.
- Finalise ongoing collection of data.



**Visuals:** A focus this year was finalising the PBS visuals displayed throughout our school. This year, we have displayed our four Mascots (Kind Kurtis, Responsible Roxy, Respectful Reggie and Lizzy Learner) in our senior and junior playgrounds. We also have A3 frames of our mascots that are used in our early childhood area. All of these can be written on, so staff can constantly reinforce the expectations linked to the behaviours on our Matrix. We have also created a DOJO PBS display in the undercover area. This display shows the whole school DOJO target and the total DOJO points gained for the entire school. We have also modified our Matrix to ensure all current stakeholders have had their say in the design and skills demonstrated on our Matrix. A priority in 2023 is to ensure the updated Matrix and whole



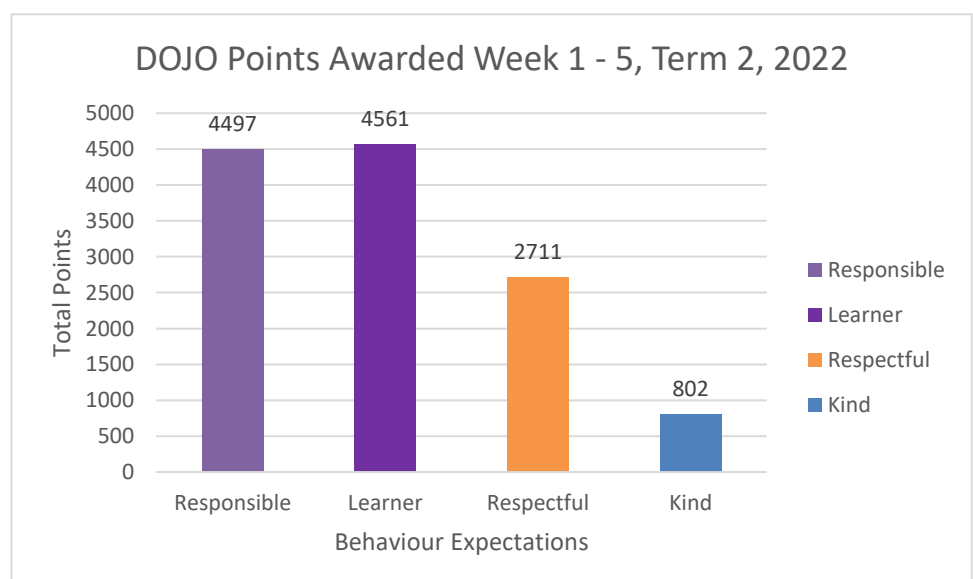
school procedures are displayed in all school contexts, including classes and shared spaces such as eating areas, middle areas in blocks, the library and the staff room.



## Highlights of the year:

- PBS signage and displays have been finalised and displayed throughout our school. Audit is completed yearly to check matrix, mascots and whole school procedures are displayed in classrooms and shared spaces.
- Wooden tokens were made and used effectively outside of classrooms to acknowledge expected behaviour.
- Acknowledgement system (DOJO) was finalised and implemented across the school.
- Whole School Procedures and lessons have continued to be written and implemented with resources, including PowerPoints, videos and/or posters used throughout the school.
- Participating in the Day Four Training with Gavin Brown. This training has enabled us to continue implementing PBS in our school.
- Collecting a range of whole school data in a time efficient manner, in order to inform future decision making.
- The PBS had changes and the team ran effectively and smoothly. This means the PBS team's roles and responsibilities are clear and align with the fidelity of PBS.

This graph provides an example of the data collected by the PBS team. Data is used to inform planning for future terms and provides a whole school goal which was awarded at the end of each term for achieving a specified number of points. Awards included additional play time.



## COMMUNITY SURVEY INFORMATION

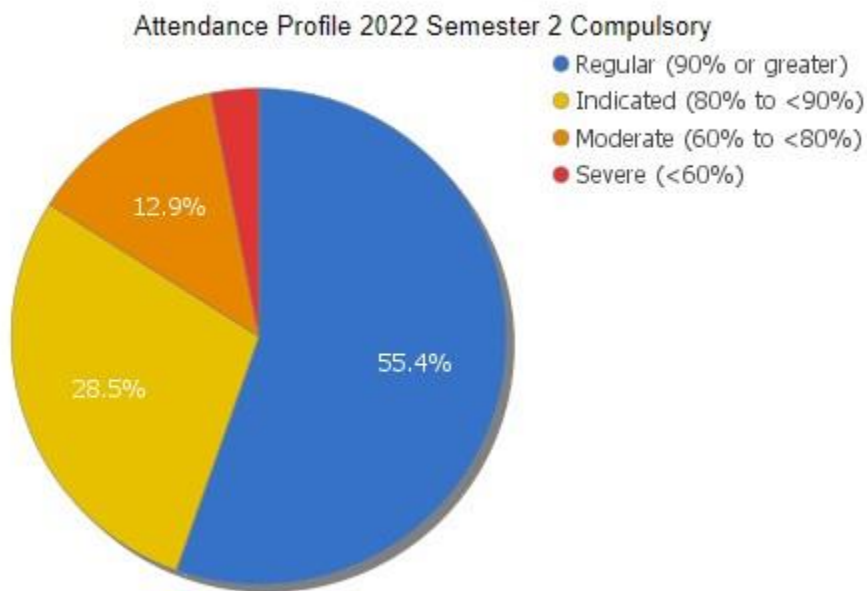
The school did not conduct Community Surveys in 2022. They will be conducted again in 2023.

## ATTENDANCE

Regular attendance has long been recognised as a major factor in student success at school. The Department of Education recognises this and measures all schools against a minimum requirement of 90% attendance. Our aim is to have as many students as possible attending above this benchmark.

In Semester Two 2022, the average attendance rate for the compulsory years of schooling, Pre-primary to Year 6, was 88.3%.

Of all absences, 67% were authorised and 33% were unauthorised.

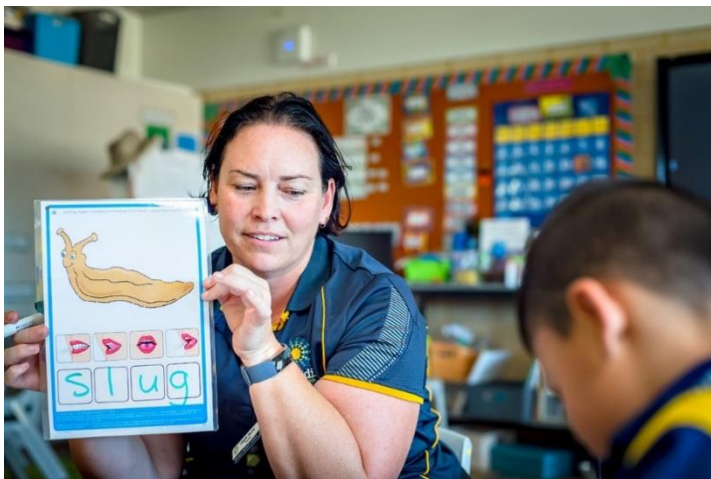


## STAFFING

As an Independent Public School, Grandis Primary was able to select every staff member either through merit selection or a redeployment process. These selection processes were highly competitive with the very best staff placed in positions across the school. The school made a decision to employ Level 2/3 Education Assistants as these important staff members have additional skills that can be called upon to support student learning. The following data was provided by My School.

Teaching Staff number	31
Teaching Staff FTE	29.4
Non-teaching staff number	20
Non-teaching staff FTE	15.5

The school also received the services of a School Chaplain for two days per week and a School Psychologist, also for two days per week. The school employed 2.38FTE cleaners which was increased with COVID funding during the year.





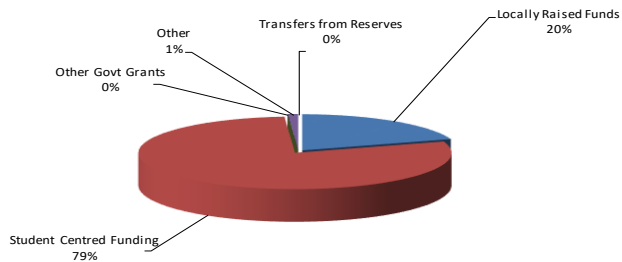
## SCHOOL FINANCES



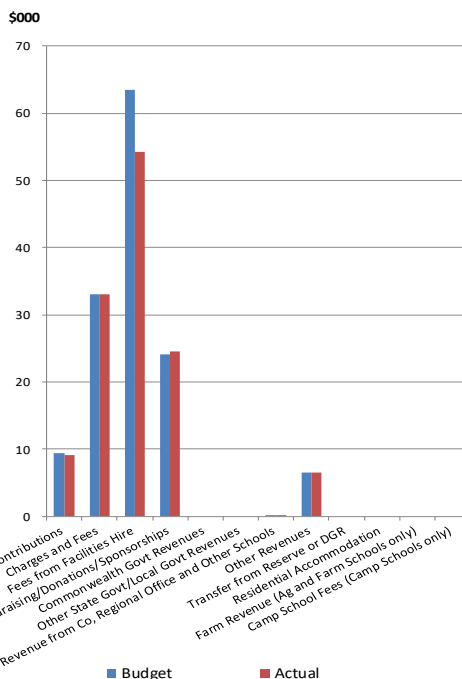
### Grandis Primary School Financial Summary as at 31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 9,477.00	\$ 9,181.18
2	Charges and Fees	\$ 33,127.00	\$ 33,126.43
3	Fees from Facilities Hire	\$ 63,500.00	\$ 54,290.92
4	Fundraising/Donations/Sponsorships	\$ 24,173.00	\$ 24,579.33
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 110.00	\$ 110.00
8	Other Revenues	\$ 6,458.00	\$ 6,457.77
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 136,845.00</b>	<b>\$ 127,745.63</b>
	<b>Opening Balance</b>	<b>\$ 155,951.00</b>	<b>\$ 155,950.56</b>
	<b>Student Centred Funding</b>	<b>\$ 480,135.00</b>	<b>\$ 480,134.80</b>
	<b>Total Cash Funds Available</b>	<b>\$ 772,931.00</b>	<b>\$ 763,830.99</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 772,931.00</b>	<b>\$ 763,830.99</b>

Actual Year to Date by funding sources

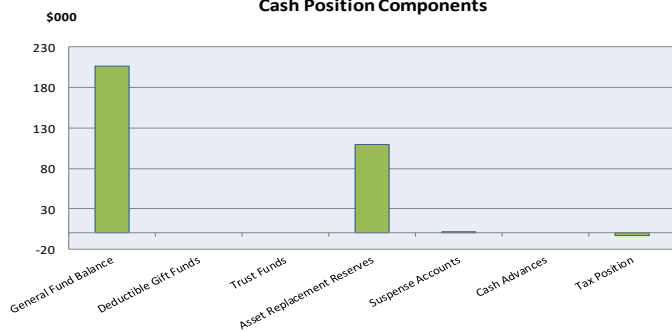


Locally Raised Revenue - Budget vs Actual

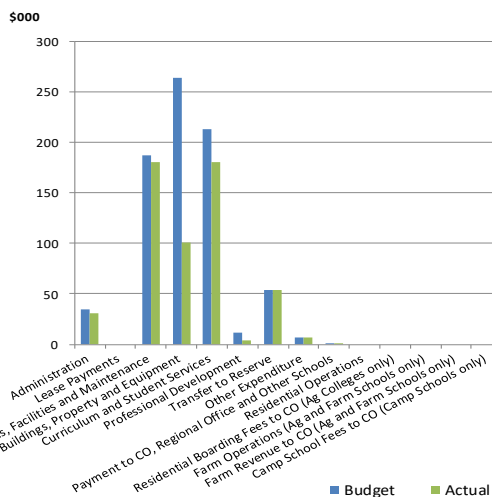


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 34,893.00	\$ 31,170.46
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 187,312.00	\$ 180,508.76
4	Buildings, Property and Equipment	\$ 263,252.00	\$ 100,408.82
5	Curriculum and Student Services	\$ 213,176.00	\$ 180,429.01
6	Professional Development	\$ 11,958.00	\$ 4,076.83
7	Transfer to Reserve	\$ 54,000.00	\$ 54,000.00
8	Other Expenditure	\$ 7,163.00	\$ 6,813.84
9	Payment to CO, Regional Office and Other Schools	\$ 30.00	\$ 30.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 771,784.00</b>	<b>\$ 557,437.72</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 771,784.00</b>	<b>\$ 557,437.72</b>
	<b>Cash Budget Variance</b>	<b>\$ -</b>	<b>\$ -</b>

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 313,498.27</b>
Made up of:	
1 General Fund Balance	\$ 206,393.27
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 109,000.00
5 Suspense Accounts	\$ 1,053.00
6 Cash Advances	\$ -
7 Tax Position	\$ (2,948.00)
<b>Total Bank Balance</b>	<b>\$ 313,498.27</b>



### Some Highlights of the 2022 School Year

2022 was a year of continuing growth and development across our school. Particular events that were enjoyed included:

- Kindergarten transition program
- Parent Information meetings
- Ongoing work of the School Board
- Ongoing work of the P&C
- Child and Parent Centre school support
- Science Specialist Program
- Joseph Banks Secondary School transition activities
- Mothers' Day raffle
- Fathers' Day stall
- Book Week
- Faction Athletics Carnival
- Swimming Lessons
- Year 6 school camp
- End of Year Awards Assembly
- Year 6 Graduation
- P&C Colour Run

