



2020 ANNUAL REPORT



INSPIRE

NURTURE

SUCCEED

2020, A New Normal...

As a new Independent Public School (IPS) Redcliffe Primary School entered 2019 full of the promise of new beginnings and new adventures in our pursuit of excellence. 2020, definitely had new adventures and new beginnings, not what we had dreamt of but things we addressed and dealt with all because of the COVID 19, global pandemic.

Our school board continued to lead us in a new direction and reminded us what we stand for, what we aspire to achieve and how we wanted to be seen by others.

We Inspire. We Nurture. We Succeed.

This report is a record of the processes and improvements we have made during 2020 in order for our students to have the best opportunity to succeed in a climate of unrest, fear and uncertainty.

On behalf of the Redcliffe Primary School community and inaugural School Board, we present this report to you.



| | |
|--------------------------|---|
| Mark Hendon Principal | Bethanie Trevenen School Board Chair |
|--------------------------|---|



"In any given moment we have two options: to step forward into growth or step back into safety."

Abraham Maslow

Redcliffe is located in a quiet enclave near the Perth Airport. The suburb is currently undergoing urban planning rezoning to include, medium density, high-rise accommodation and an increased land infill, through apartment developments. The flow on to Redcliffe PS predicts the school will double in size over the next 5-10 years. We are already experiencing some of this growth and associated challenges.

Students who attend Redcliffe PS come from over 35 different countries with many who do not speak English at home. The school community provides a welcoming and safe environment in which to work and play. We are supported by a committed group of parents who create opportunities for our students to have success through the Parents & Citizens, (P&C) and the School Board.

The School Board and Staff are committed to using whole school programs and strategies to improve student learning and continue planning for whole school improvement through common assessment, moderation and programing. This is achieved through good governance, timetabled collaborative planning and distributed horizontal leadership.

This was never more important than meeting the educative and social wellbeing needs of our students in 2020.

2020 started well, as expected with our growth in 2019. Our plans were set for their final year to complete the first planning cycle for our Whole School Improvement journey. Attendance was up significantly, (averaging 94% per week), compared against historical data for the first five weeks of a school year.

And then there was COVID 19, the global pandemic.

The drop in attendance, as the national and state borders closed, was significant, (94% on Monday and 48% by Friday and 12% per day five weeks later). Our staff began preparing for a change to way students may learn;

1. Developing work booklets for students to complete at home, supervised by parents.
2. Collaborating to build online communication platforms using Seesaw & Compass.
3. Developing regular scheduled Webex community meetings to explain situation, progress and to stay connected with families and students.
4. Creating online interactive lesson formats to meet the needs of the students covering essential curriculum.

After 12 weeks of restricted movement, schools reopened and we returned to normal processes.



2020 SCHOOL FACTS

| | |
|---------------|--------------|
| School sector | Government |
| School type | Primary |
| Year range | K-6 |
| Location | Major Cities |

2020 SCHOOL STAFF

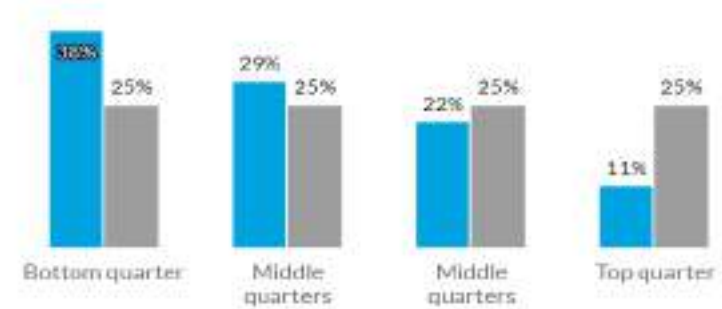
| | |
|---|------|
| Teaching staff | 21 |
| Full-time equivalent teaching staff | 16.8 |
| Non-teaching staff | 19 |
| Full-time equivalent non-teaching staff | 12.4 |

2020 STUDENT BACKGROUND

Index of Community Socio-Educational Advantage (ICSEA)

| | |
|-------------------------|------|
| School ICSEA value | 983 |
| Average ICSEA value | 1000 |
| School ICSEA percentile | 38 |

Distribution of Socio-Educational Advantage (SEA)



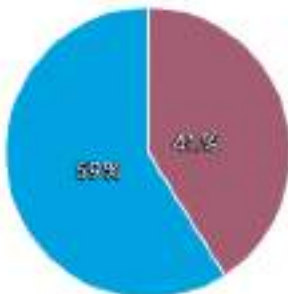
■ School distribution
■ Australian distribution

Percentages are rounded and may not add to 100

2020 STUDENT BACKGROUND

Total enrolments: 292

■ Boys 171
■ Girls 121



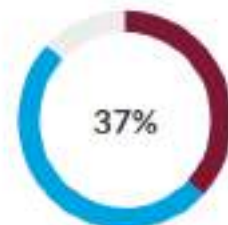
Full-time equivalent enrolments: 275.2

Indigenous students



Language background other than English

■ Yes (37%)
■ No (50%)
■ Not stated (13%)



FOGARTY EDVANCE

The Transformational Framework guides what we need to develop in order to aid our school improvement program. As a member of Cohort 5 we have access to a number of surveys that help identify our organisational health, parent and student views of their school and staff engagement in our program. These surveys reflect a great number of aspects of school life, including leadership that help guide us to make positive sustained improvements. Not all messages are always positive, but they do guide us in addressing areas of need. We need to thank the parents, students and staff who have provided a baseline from which we measure our overall successes each year.

This feedback is essential for school improvement. Tell Them from Me (TTFM) and the Organisational Health Index (OHI) surveys can be found at the end of this report, the OHI identifies areas of strength and need in multinational organisations ranging from Adidas, Volkswagen, McKinsey, Boston Group and now Redcliffe Primary School. The areas identified for improvement in 2018 were Direction and Organisation. These are both now in the top Decile of the survey. In fact, all areas of our school have recorded strong improvements indicating we are a very competent school, in the top quartile in every facet of organisational health and in the top decile for most.

REDCLIFFE PRIMARY SCHOOL'S OUTCOME PROFILE COMPARISON:2018 -2020

Percentage of respondents who selected 'agree' or 'strongly agree'

Benchmark: ■ Top Decile ■ Top Quartile ■ Second Quartile ■ Third Quartile ■ Bottom Quartile
Comparison: ● Positive quartile or top decile change ● No quartile change ● Negative quartile change

2018 survey outcome profile¹



2020 survey outcome profile¹



¹ - Statistically significant results had p-values < .05 indicating high likelihood that an actual change/difference occurred. Statistical significance is based on number of respondents and size of point difference.

Source: Redcliffe Primary School 2020 (n=33); Benchmark: Global (n=2,831,865, no. surveys=823), 2018 (n=27); Benchmark: Global (n=2577871, no. surveys=678)

These results guide our future planning. We break down each section and look for areas to improve. Prioritise need/consequence and develop strong whole school plans, to address all areas identified.



We remain committed to the EDvance framework for school improvement and remain optimistic for further positive achievements in the coming years. As you can see, we are heading in the right direction as an organisation. We continue to drive whole school improvement practices in search of improved academic outcomes, through our partnership with the Fogarty Foundations, EDvance project. Using research to guide us.

Over the past 3 years we have been working on an improvement plan aimed at seeing **students from Redcliffe Primary School move, academically, from below like schools to above like schools and closer to the National Average.** This strategic plan has seen the staff introduce the following processes, programs and procedures into Redcliffe Primary School. This began with developing our Moral Purpose,

"All of our actions and behaviours are focused on student learning."

From here we began changing our practice. This is what we have introduced since our first Strategic Plan began in 2018 finishing in 2020.

Spelling Mastery (English), Brightpath (Moderation), PM Benchmarks (Assessment), Origo Stepping Stones (Mathematics), Explicit Direct Instruction (Pedagogy), PAT - Maths, Reading & Science (Assessment), Teach Well (Pedagogy), Cars & Stars (English), Letters & Sounds (English Intervention), JEMM (Mathematics Intervention), Assessment Schedule (Assessment) WARP, WARL (Assessment).

Seesaw (Communication), Compass (Communication), FIKA (Wellbeing), Student Positive Rewards Faction Tokens (PBS Wellbeing), "Feathers in the Cap" (Recognition and Wellbeing).

Library & Staff Room refurbishment (Wellbeing), Golden Flipper (Wellbeing), Colour Run (Wellbeing), Redcliffe Engagement Program (Student Engagement).

Phase of Learning Teams (Leadership/Direction), Moral Purpose & Vision (Direction), Independent Public School (Leadership & Direction), School Board (Governance), Data Analytics (Leadership & Support), Student Services (Leadership & Support).

Our results during this Strategic Plan prior to 2020 indicated we had made significant improvement towards our goals and we are confident this statement will emerge to be proven, by the 2021 NAPLAN data.

NAPLAN ONLINE

Unfortunately, NAPLAN did not take place in 2020 which means we have limited longitudinal data to show the progress. We have begun using PAT testing this year which is used to place our students against the National Norms but isn't indicative of progress over time. We will continue to introduce programs that we can use for longitudinal information to assist in identifying our progress especially in years that do not get NAPLAN testing. The results in PAT are very positive but will need another few years of testing before meaningful long term statements regarding progress can be made. I am reticent to share this data as it may be misleading. We look forward to a further year's development of PAT and also the restarting of NAPLAN next year.



PEDAGOGY AND PRACTICE

We continue to use Cognitive Science to guide our practice. Using this information, we have identified High Impact strategies that will help Redcliffe Primary School move closer to the State averages in NAPLAN testing over the coming years.

The training undertaken in Explicit Instruction (EI, EDI) in 2019 has seen improvements in our skills in presenting Daily Reviews for lessons, Interleaving past knowledge with new concepts. Combined with our Visible Learning practices has seen calmer more equipped classrooms.

Three more staff received scholarships to attend Teach Well professional learning. This program saw Ms House, Ms Bennie and Mr Sheffield attend learning sessions, followed by practice in their classrooms and using videoed lessons received feedback on how they were improving their teaching pedagogy and performance. They have graduated and are now able to demonstrate the pedagogy we are aiming for at Redcliffe Primary School. We currently have over 40% of our staff trained and graduated as Master Teachers. In 2021 we hope to have another three staff undertake this training. Through our continuing association with the EDvance and the Teach Well teams we have established strong connections allowing more of our staff to be trained in these high impact learning strategies.

SPELLING MASTERY

It's great to hear education in action as students use choral responses to help cement levels of learning. Cognitive Science indicates students need between 25 and 75 positive repetitions to take information from the short term to the long-term retrievable memory. Spelling Mastery is one program that successfully does this and at Redcliffe Primary School we begin each day with 20 minutes of horizontally streamed, timetabled classes. A positive side effect has been a reduction in late attendance as we begin teaching promptly at 8.40am. Personal growth has occurred for every child with students gaining a minimum of 12 months expected growth but with many making significantly higher gains. The need for attendance is clearly demonstrated, with those students at risk falling further behind their peers who demonstrate regular attendance.

ORIGO MATHEMATICS

While we focus on the literacy needs of students, staff utilise Origo Stepping Stones Mathematics to help ensure a consistent approach across the school. Our Maths Committee identified this program, using peer reviewed research to guide their decision making, as being the best suited to meet the specific needs of our school while we build our literacy base.

PM BENCHMARK

We have now introduced PM Benchmark that allows us to place students on a 30-point scale to identify how well they read and comprehend what they have just absorbed. Students can then choose reading books appropriate to their level and ones they will find interesting but challenging.

BRIGHTPATH

The key to help teachers moderate student's writing. This program helps teachers to compare student work against exemplars and critically explained standards. Students can also use the Brightpath exemplars to seek guidance on where they can improve their standards to become stronger writers.



This year we are investigating the use of PAT testing in Mathematics and Science to guide our knowledge of student ability and more importantly improvement. These tests are standards based which helps us establish a true picture of where our students place against all students across all schools in Australia. We have now established a baseline of achievement for Redcliffe Primary

SAER REDCLIFFE ENGAGEMENT PROGRAM, (REP)

Not all students like school and sometimes cannot truly engage in learning for a number of reasons i.e. socialisation, attendance or behavioural issues can all prevent someone from fully engaging in learning. In 2018 we began the idea of developing an Engagement program that gave students the opportunity to practice their communication skills, further develop mathematical concepts, and hone their communication skills. This program has proved successful and we continue to develop the rules governing what and how students are selected, activities to be completed and an agreed code of conduct for students to agree. In 2020 students designed a water feature for our Noongar Garden. They sourced the stone from a local property, and then built the finished product, in time for NAIDOC. This was achieved in a very hands-on environment. Mrs C and Mr P have worked hard with the boys, (10 students, both boys and girls, from year 4-6).



This group completes cooking lessons each week, using practical situations to develop understandings of mathematical concepts, and develop cooperation & communication skills. Again in most instances, boys & girls in the REP program have shown great improvements in attendance, behaviour, a desire to be at school and learning with friends.



STUDENT BEHAVIOUR

From our surveys in 2019, it became obvious our school community was concerned about student behaviour. In 2020, with the Pandemic causing great disruption and issues with Wellbeing, the celebration of positive behaviour became extremely important. The Positive Behaviour Rewards program became a highlight for many and was expanded to include draws at lunchtime each Friday. During 2019, there were over 18,000 positive behaviour tokens issued and this trend continued in a disrupted 2020, with 22,000 tokens issued.

We have included the Redcliffe STARS to help cement the ideals and values we hold and are demonstrated in our school.

Stay Safe

Be aware of your own safety and the safety of others.

Take Responsibility

Take ownership of your actions and strive to make a positive difference.

Act Respectfully

Respect yourself, and treat everyone with tolerance, acceptance and understanding.

Ready to Learn

Be prepared to learn, aim to achieve your personal best in all you do and help others to achieve theirs.



Staff explicitly taught the students about each of the characters and what they represent. Students participated in a competition to name each character linking to an identified trait.

REDCLIFFE STARS



ATTENDANCE

Research tells us; attendance is strongly linked to achievement. At Redcliffe Primary School we saw a number of factors that indicate attendance has improved. The best was the reduction in late attendance, due to Spelling Mastery. We aspire to be at or above State levels of Attendance but also to have every absence accounted for. Parents continue to be contacted by classroom teachers and the school administration to support parents in getting their child to school. When needed we work with parents to develop plans and work towards improvements, together.

| SEMESTER 1 | |
|--------------------------|------------|
| Student attendance rate | Percentage |
| All students | 90% |
| Indigenous students | 79% |
| Non -Indigenous students | 92% |

| SEMESTER 2 | |
|--------------------------|------------|
| Student attendance rate | Percentage |
| All students | 90% |
| Indigenous students | 79% |
| Non -Indigenous students | 92% |

Pre Covid, attendance averaged 94.5%, Post lock down the average was 92.7% the combined attendance average for 2020, including COVID, was 89.7%. Attendance is heading in the right direction.

If, all our actions and behaviours focus on student learning, then we will continue to enhance our teaching and learning at Redcliffe Primary School. The only way is up.



Highlights... There were many but here are a few.

SWIMMING CARNIVAL

Although, The Golden Flipper was in for repairs, with a new paint job required, we held our annual Swimming Carnival this year at Swan Active. We still hold traditional blue ribboned events in Freestyle, Breaststroke, Backstroke, Relays but also held water game competitions. Water balloon leader ball, slippery bubble long slide and pool noodle races were the highlight. The coveted Golden Flipper was hard fought on a very hot day with loads of fun and lots of laughs. Miller was again the winner of this prestigious event. Mr King has claimed next year's event to be even bigger, better and again full of fun. Thanks again, to all the teachers, P&C cooks and parent volunteers for their help throughout the day.



NAIDOC

Once again, local Aboriginal Artist, Amanda Hart, used a painted mural as the format to tell a story from the Dreamtime, "How the birds got their colours." This process provided opportunity for our students to witness the building of this mural from pencil to primer to finished product. A very colourful addition to our Early Childhood playground.

Amanda was asked to create and draw a design for the Redcliffe Primary School, staff NAIDOC shirt. After the drawing was completed and through consultation with a local Perth company, a couple of minor changes were made and our new NAIDOC shirts were printed and ready.





MANDARIN

LOTE (Mandarin) is taught in Years Kindy – 6, alongside our Kung Fu program. Imbedding the Western Australian Curriculum: Chinese Language, we aim to develop the knowledge, understanding and skills to ensure that students understand language, culture, learning and their relationship, and thereby develop an intercultural capability in communication. To extend students literacy repertoires and cultural understanding, LOTE is full of numerous highlights, some of which are celebrated as a whole school and some which take place within the community around Perth. **Chinese New Year** - Every year, our school celebrates Chinese New Year and watches Lion Dance performance organised by Master Luong, our Kung Fu instructor.



CLTAWA recognised Redcliffe Primary School with an award, Special Principal 2020, which recognised and acknowledges our process of learning the Mandarin language from Kindy to Year 6, commitment to the process and our emersion in Mandarin Language and Chinese culture.



100 DAYS OF SCHOOL

A centenarian is a person who has reached the age of 100 years. Because life expectancies worldwide are below 100 years, the term is invariably associated with longevity.

Staff and students in Pre-Primary dressed up as centenarians to celebrate the first 100 Days of compulsory Schooling. Like centenarians they too had displayed longevity and experienced a huge range of experiences that they will one day share with others.



NUMERO

Número is a card game that uses math concepts to collect points. The person or team with the highest points when all cards are exhausted is the winner. Well not quite true, as everyone who plays this game is also a winner as their understanding of mathematics grows stronger with every game. This year we introduced Número to staff and parents with specialised training from the developer.

We ensured those students that were interested had even greater opportunities by offering an after school Número Club for Year 2 & 3 students – huge success. Mrs Coldham and her team worked very hard in ensuring everyone was challenged and a good time was had by all.

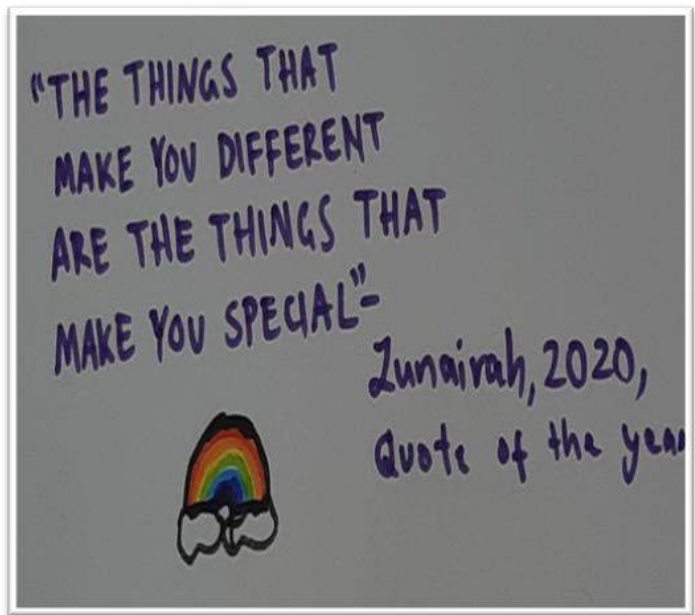


COLOUR RUN

Fund Raising is a regular part of life at Redcliffe Primary School. We encourage student philanthropy through fun activities like the Colour Run. Awareness of others needs helps our students develop empathy and resilience. Plus we had a whole lot of fun doing it.

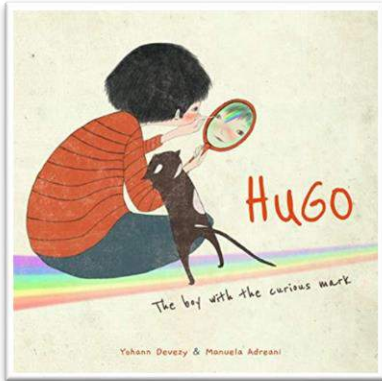


BOOK WEEK



BOOK WEEK AUTHOR AND POET

Sharing what you write with others is a challenge. Reading what others write is a privilege. Inspiring others to write is a gift.



SCIENCE WEEK



LET THE GOOD TIMES ROLL.

The choir rehearsing for one of many events in and out of school.



PRIORITIES FOR 2021

2021 begins a new phase for Redcliffe Primary School, with the development of our 3 year Strategic Plan 2021-2023. The priority areas for Redcliffe Primary School are:

CURRICULUM AND TEACHING

1. We intend developing **high quality evidence-based teaching practice** among all staff. This is supported by our involvement with "Teach Well". Another 3 staff have completed the program and have graduated as Master Teachers. We now have over 1/3 of teachers who have successfully completed this program who are all demonstrating their new refined skills. In 2021 we will enrol another 3 staff into this program.
2. **Develop whole school curriculum scope and sequence documents.** English, Maths, Science, HASS and STEM documents will be developed.
3. **Develop a culture of observation and feedback.** Professional learning has been organised and conducted this year in preparation for 2021. Professional Learning Teams will observe teaching and provide the opportunity for staff to self-reflect on their practices.

CONDITIONS FOR LEARNING

1. Establish **strong and consistent student support approaches.** We have introduced JEMM mathematics intervention program to assist students in meeting expected year level understandings. This process requires small group and 1on1 teaching conducted for 30 minutes a day, 4 days a week. The student results and progress are exciting. The process will be refined in 2021. Our English intervention was Letters & Sounds and MiniLit. After reviewing the progress, we are concerned students are improving but the gap remains. We therefore will be introducing a composite program??Phonetics. This program will be conducted 5 days a week, 1 on 1, for 10 minutes. These lessons will be held outside the classroom on the veranda. Short and sharp. I look forward to discussing the progress results in next year's report.
2. **Enhance and improve communication.** In 2020, we introduced Compass as our main means of communicating with parents and staff. In 2021, we will be exploring other modules in compass to include curriculum and event planning. Staff will also conduct trials each semester in on line learning to ensure we are ready should COVID issues require long term quarantine.

DISCIPLINED DATA CAPABILITY

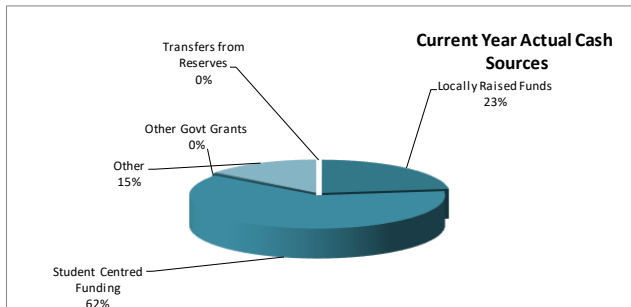
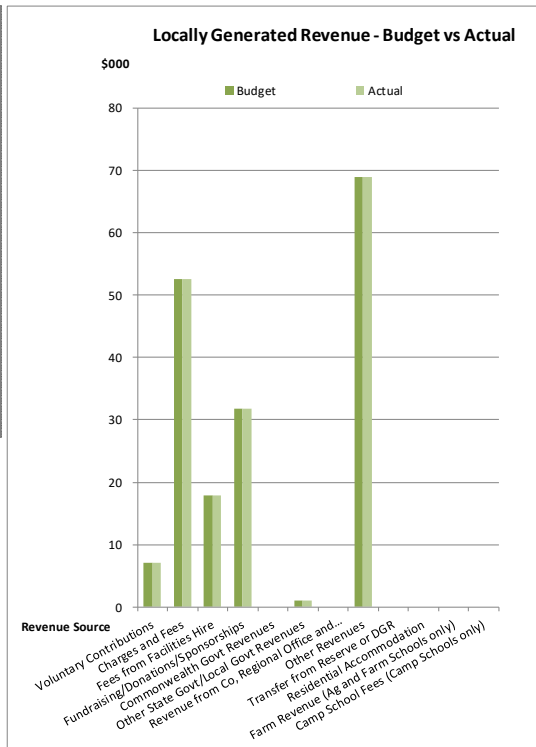
1. **Consolidation of Data collection.** Review the Assessment schedule to ensure data collection and collation is consistent across the school and includes new program, i.e. Initialit.
2. Increase staff capacity to consistently **analyse data/evidence and monitor progress.** Identify and appoint a Data Analytics leader. This role supports staff in understanding what the story tells as a cohort and individual.



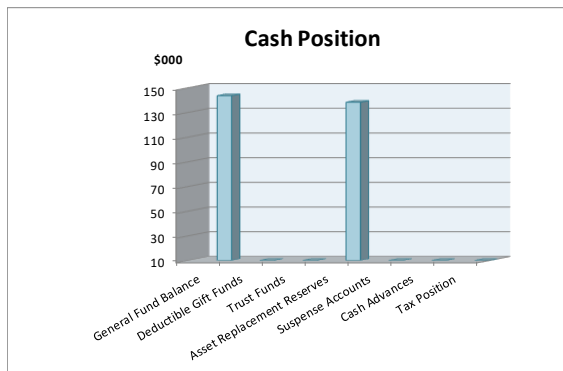
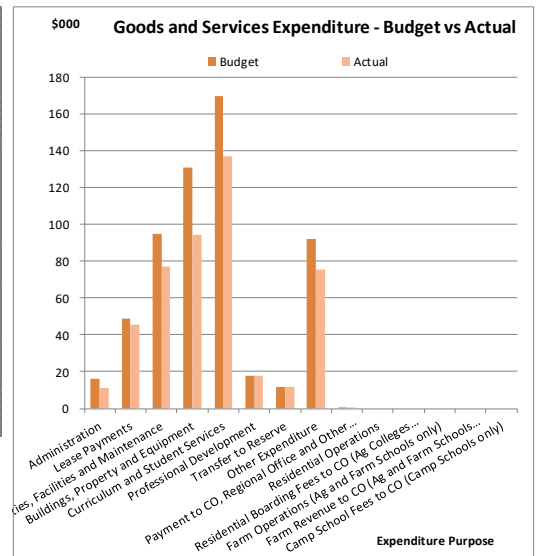


Redcliffe Primary School Financial Summary as at 31 December 2020

| Revenue - Cash & Salary Allocation | Budget | Actual |
|--|----------------------|----------------------|
| 1 Voluntary Contributions | \$ 7,121.00 | \$ 7,121.00 |
| 2 Charges and Fees | \$ 52,527.00 | \$ 52,526.69 |
| 3 Fees from Facilities Hire | \$ 17,873.00 | \$ 17,872.70 |
| 4 Fundraising/Donations/Sponsorships | \$ 31,797.00 | \$ 31,796.16 |
| 5 Commonwealth Govt Revenues | \$ - | \$ - |
| 6 Other State Govt/Local Govt Revenues | \$ 1,000.00 | \$ 1,000.00 |
| 7 Revenue from Co, Regional Office and Other Schools | \$ - | \$ - |
| 8 Other Revenues | \$ 68,993.00 | \$ 69,016.14 |
| 9 Transfer from Reserve or DGR | \$ - | \$ - |
| 10 Residential Accommodation | \$ - | \$ - |
| 11 Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 Camp School Fees (Camp Schools only) | \$ - | \$ - |
| Total Locally Raised Funds | \$ 179,311.00 | \$ 179,332.69 |
| Opening Balance | \$ 137,472.00 | \$ 137,471.59 |
| Student Centred Funding | \$ 295,650.00 | \$ 295,650.00 |
| Total Cash Funds Available | \$ 612,433.00 | \$ 612,454.28 |
| Total Salary Allocation | \$ - | \$ - |
| Total Funds Available | \$ 612,433.00 | \$ 612,454.28 |



| Expenditure - Cash and Salary | Budget | Actual |
|---|----------------------|----------------------|
| 1 Administration | \$ 16,194.00 | \$ 10,825.54 |
| 2 Lease Payments | \$ 48,656.00 | \$ 45,640.90 |
| 3 Utilities, Facilities and Maintenance | \$ 94,880.00 | \$ 76,948.56 |
| 4 Buildings, Property and Equipment | \$ 130,951.00 | \$ 94,286.31 |
| 5 Curriculum and Student Services | \$ 169,463.90 | \$ 136,557.20 |
| 6 Professional Development | \$ 17,832.00 | \$ 17,832.27 |
| 7 Transfer to Reserve | \$ 11,500.00 | \$ 11,500.00 |
| 8 Other Expenditure | \$ 91,820.10 | \$ 75,292.73 |
| 9 Payment to CO, Regional Office and Other Schools | \$ 65.00 | \$ 65.00 |
| 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) | \$ - | \$ - |
| Total Goods and Services Expenditure | \$ 581,362.00 | \$ 468,948.51 |
| Total Forecast Salary Expenditure | \$ - | \$ - |
| Total Expenditure | \$ 581,362.00 | \$ 468,948.51 |
| Cash Budget Variance | \$ 31,071.00 | |



| Cash Position as at: | |
|------------------------------|----------------------|
| Bank Balance | \$ 275,921.22 |
| Made up of: | \$ - |
| 1 General Fund Balance | \$ 143,505.77 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 138,207.45 |
| 5 Suspense Accounts | \$ - |
| 6 Cash Advances | \$ - |
| 7 Tax Position | \$ (5,792.00) |
| Total Bank Balance | \$ 275,921.22 |

