

# Peg's Creek Primary School ANNUAL REPORT 2020



Be aware  
Be involved  
Be your best

## Principal's Message

### **Pegs Creek Primary School-A strong community supporting our student's achievements!**

I would like to welcome you to Pegs Creek Primary School 2020 school report.

Pegs Creek Primary School opened in 1978 and became an Independent School in 2013. It is located in the City of Karratha, 1600km north of Perth. It is part of the Pilbara Region and currently one of six public primary schools in Karratha. We have a very diverse population, and we cater for students from Kindergarten to Year Six. We completed our first part of our school improvement plan with the Fogarty EDvance Program and next year we are commencing another three-year cycle with our Strategic Directions Document, which supports our School Business Plan targets.

There is something very special about being a part of Pegs Creek Primary School. It is a powerful blend of the close connections between the students, parent and teachers, the possibility of what our students can achieve, the willingness of our incredibly supportive parents and community to support our initiatives and not to forget the bonds between our students and the willingness to learn from each other's cultures. In our beliefs of education, lies the hope that we can support our students to identify their strengths, to work hard to be the best version of themselves academically, emotionally and socially to contribute back to our community. Hence our motto, Be aware, Be Involved and Be your Best!

2020 saw Pegs Creek Community come together like no other year! The resilience the students, staff, parents and community demonstrated between Cyclone Damien and the Co-VID 19 implications on student learning, not only made the whole community stronger, but it also created a deeper sense of community for all. Every time a challenge arose, the leadership team, either led by Shiona Hobart or Lisa Campbell, responded to the circumstances to successfully navigate the staff, students and families through with courage, resilience and determination. It will certainly be a year that will not be forgotten!

Students had to be located to another school campus for a number of days after the cyclone and then when they returned, had to adjust to learning from home through connect with parents. When they returned in Term 3, the exhilaration from all of the staff and students, to be back on their own school grounds learning in the classroom, was incredible to witness and they have not looked back!

### **Priorities and Outcomes**

As a recently appointed principal in late 2020, I was very impressed with the huge amount of work all of the leaders and staff had completed over the previous three years with their school culture. They had raised their Occupation Health Index from 85-96, which was a very huge achievement of all staff involved and they should be very proud of themselves. This high score was clearly reflected in the culture of classroom visits and feedback culture that had started to flourish at our school. When I arrived, I was also impressed with the strong and dedicated team of parents and community members that led the P&C committee and the School Board. Pegs Creek Primary School is incredibly lucky to have such effective teams supporting their students in achieving the goals of the Business Plan in 2020.

At Pegs Creek Primary School, three main priorities were identified in the Business Plan 2020-2022, following a school review along with participating in the outstanding school improvement program from the



Fogarty EDvance Program which the Fogarty Foundation promotes and financially drives along with other funding.

Our priorities in 2020 were reflective of:

1. Excellence in Teaching and Learning
2. Safe and Supportive Learning Environments
3. Strong Community
4. Leadership

The school provides an inclusive curriculum that includes:

- Leadership opportunities for senior students- Prefects, Faction leaders.
- Burrup Bouncer Skipping group
- Social Emotional Learning – You Can Do It program
- Literacy Intervention program for Years 1-6 - 4 days per week
- Off-site PEAC program
- School of Instrumental Music (SIM) program
- Aboriginal Literacy Strategy
- Choose Maths

Pegs Creek Primary School programs reflect our diverse student population and we are one of the few schools in the state that offer the local traditional language, Yindjibarndi. The depth of knowledge that our students receive about our local traditional owners through this program is immense and this is truly valued by our students, staff and parents. Our students also receive quality instruction in Physical Education, The Arts, which includes Visual Arts and Drama along with Digital Technologies. I feel that our school is continually working to ensure that all of our programs are inclusive for all students and are highly effective in their deliverer.

Our moral purpose at Pegs Creek Primary School is “Through collaboration we will provide high quality teaching and learning in a safe and supportive environment that will motivate all students to be there best.”

The staff have worked incredibly hard to continue to embed Explicit Direct Instruction lesson design in English and Mathematics lesson in 2020. They engaged with coaching in both areas and have involved themselves in classroom observations for feedback. This had strengthened staff knowledge of lesson design and lesson delivery using the ‘Engagement Norms.’

In January 2021, three teachers, one teacher from each area of the school, were offered the opportunity to participate in the intensive five-day training, ‘EDvance Teaching Intensive’, that focused on the delivery of the lesson with a focus on Daily Reviews and Explicit Instruction.

We will continue to work with new staff members in Explicit Instruction Lesson design as well as existing staff, to continue increasing the fluency in lesson delivery and for everyone to create highly effective Daily Reviews in English and Mathematics lessons. More teachers will be offered the opportunity to participate in the ‘Edvance Teaching Intensive’ opportunity in 2022 school holidays, with Dr Lorraine Hammond and Brooke Wandana.





Teachers will continue to have the opportunity use high impact strategies and receive coaching and classroom observations to acknowledge their achievements and to identify aspects to still improve in fluency. They will also have the opportunity to collaborate in their planning to ensure a high standard of curriculum is presented to the students.

Based on spelling data with the older students, the school is starting a whole school approach to Spelling Mastery from Year 3-6 which is aimed at ensuring all of our students are receiving knowledge that is at their level so they can be confident in spelling when entering High School, which will also assist in their confidence in reading and writing indirectly.

This report will celebrate some of the achievements in each of these areas and also identify where we need to continue to focus our efforts and energy in 2021 so we can successfully reach the targets set in each priority in the business plan by the completion of 2022. We do not have 2020 NAPLAN or On Entry Data to reflect on our student's achievement due to Co-VID 19, however we did complete PATS testing in Terms One and Three to ascertain where the students were from Year 1-6. This report will identify clearly what 2021 will need to focus on in more detail so that the School Business Plan targets are achieved.

One of the main aims of this report, is to increase the number of parents that read this report and achieve a deeper understanding of our school's direction, intentions and student achievement, so they can powerfully support their children as partners in education.

I am very proud to present the 2020 Annual Report to our School Community.

Kate Mouda-Hughes

Principal



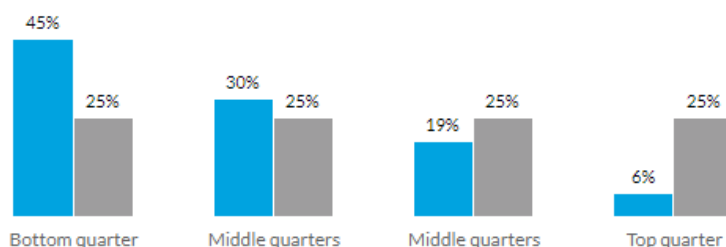
## Overview of Pegs Creek Primary

### Student background

#### Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	919
Average ICSEA value	1000
School ICSEA percentile	13

#### Distribution of Socio-Educational Advantage (SEA)



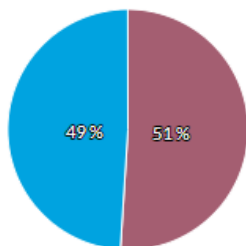
■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

### Students

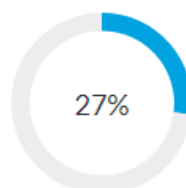
Total enrolments: 222

- Boys 109
- Girls 113



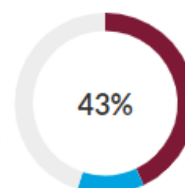
Full-time equivalent enrolments: 211.2

Indigenous students



Language background other than English

- Yes (43%)
- No (12%)
- Not stated (45%)



All teachers can be found on the public register of teachers of the Teacher Registration Board of Western Australia. As an Independent Public School, Peg's Creek Primary is responsible for the merit selection of its staff as part of the Online Budget.

### School staff

Teaching staff	16
Full-time equivalent teaching staff	14.4
Non-teaching staff	14
Full-time equivalent non-teaching staff	11.2

## School Board

*Community:* Brad Goes (Chairman), Amy Robbins

*Parents:* Amber White, Baden Alley, Clint Rothe, Caitlin Breheny, Clint Rothe Gareth Galloway, Vish Sharma.

*Staff:* Kate Mouda-Hughes Principal, Cameron Pether, Catherine Dimitrov

The school Board completed their annual survey with overwhelmingly positive results, the survey feedback still requires there to be a focus on Induction of new Board Members. There will also be an ongoing requirement to address the online training modules at meetings to maintain Board understanding. The Board will also continue to attract Filipino and or Indigenous representation to our Board. Our Board meets five times per year.

## Board Chair Report

2020 has been a challenging year for the school board with the cyclone, Covid 19 pandemic and a change in leadership at Pegs Creek Primary School. These challenges have resulted in the board needing to adjust and support the school in different ways such as policy review regarding digital technology at short notice due to many students needing to learn from home.

Despite these impacts the board has managed to meet at the required frequency and complete all the standard requirements to ensure the school status of being an independent primary school continued. The key items completed were the Business plan and annual plan review, the development and approval of the school funding agreement and the completion and review of the school survey. Also many policies such as sun smart, healthy eating, extreme weather and mobile phone and ICT were updated and endorsed to ensure both compliance and safety of the students.

2020 was the first year, of the three year assessment required of the school business plan. The plan was built through teacher collaboration at the end of 2019 which has led to greater ownership by the teaching group and the board. The inability to complete key assessments like NAPLAN in 2020 will make tracking progress more challenging but the core of student development can be seen improving on other assessment tools like the On Entry and PAT data. The best way for the school to deliver the business plan is to get any support it can receive regarding improved attendance. This will be welcomed as it is critical for the teaching group being able to deliver the best results.

This year the school board has had several new appointments with arrival of our new principal Katherine Mouda-Hughes who we welcomed in term 4. We also had Vishal Sharma, Amy Robins, Gareth Galloway, Amber White, Baden Alley and Cameron Pether join and I would like to thank them for their time and support. I would also like to thank those who continued on from 2019 such as Caitlin Breheny, Clint Rothe and Catherine Dimitrov. A special mention to Bev Bennion who always supports the financial reviews to allow for detailed and swift approval of the budgets.

Finally, the board would like to thank Lisa Campbell for the outstanding work she did managing the school through the challenges of 2020 until Kate was able to mobilise in her new role.

In order to build for 2021 the board requires some interested diverse thinkers so please consider joining to ensure the strategic direction is the right one for all students at Pegs creek.

Regards,  
Brad Goes  
2020 PCPS Board Chair

## P&C

President:	Louise Lindsay
Vice President:	Tamara Goes
Treasurer:	Sandra Nielsen
Secretary:	Miranda Ihanimo
Uniforms:	Jess Creighton
Canteen Manager:	Luh Bern
Canteen Coordinator:	Andy Bern
WASCCO representative:	Sandra Nielsen
Fundraising Coordinator:	Sandra Nielsen
School Banking:	Pat Alley
Book Club:	Miranda Ihanimo & Aroha Norris

## P&C President's Report

### Presidents Report 2020

This year was a little different due to covid however we did manage to complete a few events.

The mother's day stall was not run however the father's day stall was to great excitement from the children.

We also did the popular sausage sizzle at the sports carnival and helped with shades at interschool.

This year we funded:

- End of year-book awards
- YR 6 medallions
- Class library stand
- Mobile poster rack – library
- Drinking fountain – arts room
- Super tall drawing board
- Large book rail
- 2 fridges for classrooms

We also say thanks and goodbye to Luh this year after 4 years in the canteen and Andy as canteen manager. Thank you for all your effort over the last 4 years it is much appreciated and you will be missed. I know the kids love your fried rice and spaghetti.

We do have a new canteen manager, Sandy Lanc who will be taking over from Luh who will do a great job. She is excited to put her own stamp on it next year.

I would like to thank all the P & C committee members this year and a special thanks to the ones who took on committee positions. Thanks to those that helped at our events and dragged their partners in to help also. It was nice to welcome some new members this year who have dived right in with helping and I hope you continue again next year and encourage your fellow parents to join.

It has been a pleasure to be P & C president this year.

Thanks  
Louise



# Excellence in Teaching and Learning

## Targets

### Fogarty Strategic Direction 2018-2020

<b>Vision Statement or Moral Purpose</b>		Through collaboration we will provide high quality teaching and learning in a safe and supportive learning environment that will motivate all students to be their best			
<b>Aspiration (for 2017-2020):</b>		Through deliberate and targeted practices our students will move from 'red' to 'green' by 2022 in NAPLAN English. By the end of 2020 our school be will at or above 'like' schools in all aspects of English			
Focus Areas	Description	Objectives			
A.	<b>CURRICULUM AND TEACHING</b> Build consistent practices between all classes	1.1 Develop teacher skills associated with high quality instruction for Reading		1.2 All students are motivated and engaged in learning	
				1.3 Increase teacher content knowledge associated with teaching of English	
B.	<b>DATA COLLECTION AND ANALYSIS</b> Use data to improve practice and decision making	2.1 Develop a level of proficiency in data literacy for all staff		2.2 Establish a school tracking system for individual students in English	
				2.3 Ensure consistent teachers judgements in English	
				2.4 Use quality data to inform teaching and learning for English	
C.	<b>LEADERSHIP</b> Build a culture of shared ownership of school improvement	3.1 Develop leadership capabilities of staff		3.2 Leaders use different sources of data to initiate conversations with all staff	

## Moving Forward in 2021

We have completed the first 'three year' cycle with The Fogarty EDvance Strategic Directions Document. Due to Co-Vid 19 restrictions, we didn't have any NAPLAN data however we did administer school-based PATS testing for Reading and Mathematics to our students from Year 1-6 in Term 3. We completed a session in Term four with all staff looking at our results and our Performance Management meetings were focused setting targets with these results in mind in the Reading and Mathematics results.

The general trend that there had been progress, however in all years with the exception of our Year 5 class, we were still getting results that were below the mean for PATS testing in Reading. Mathematics displayed progress, however also results were still below the mean for PATS testing.

These will be discussed in our Reading and Mathematics sections. With our Explicit Direction Instruction in both Reading and Mathematics and taking on Spelling Mastery from Year 3-6 there is the expectation that there will be a more students that are 'at and above' compared to like schools and less in the 'below' national standard in NAPLAN spelling results. It is also expected that we will see results in early 2021 PATS testing that decrease between the school mean and the PATS mean result in both Reading and Mathematics.

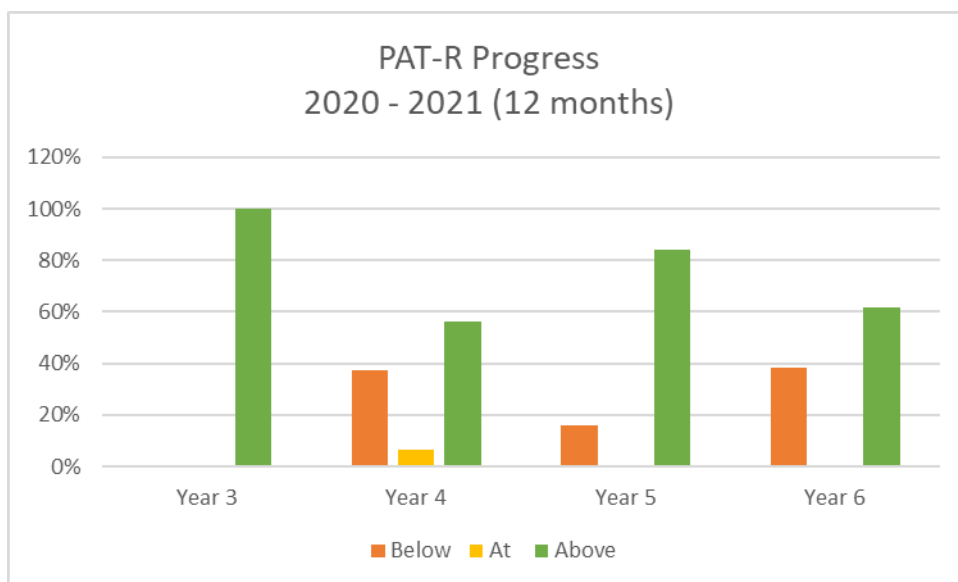
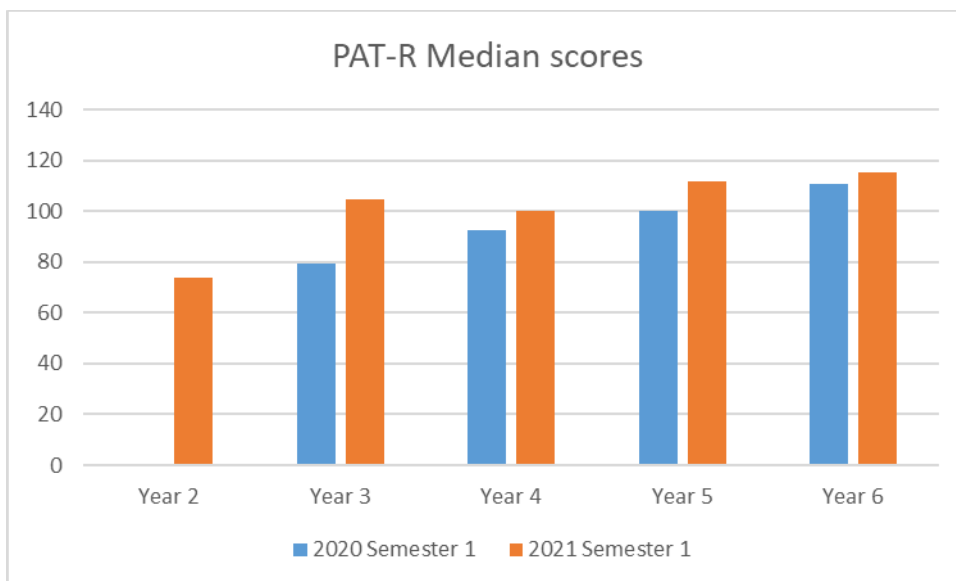


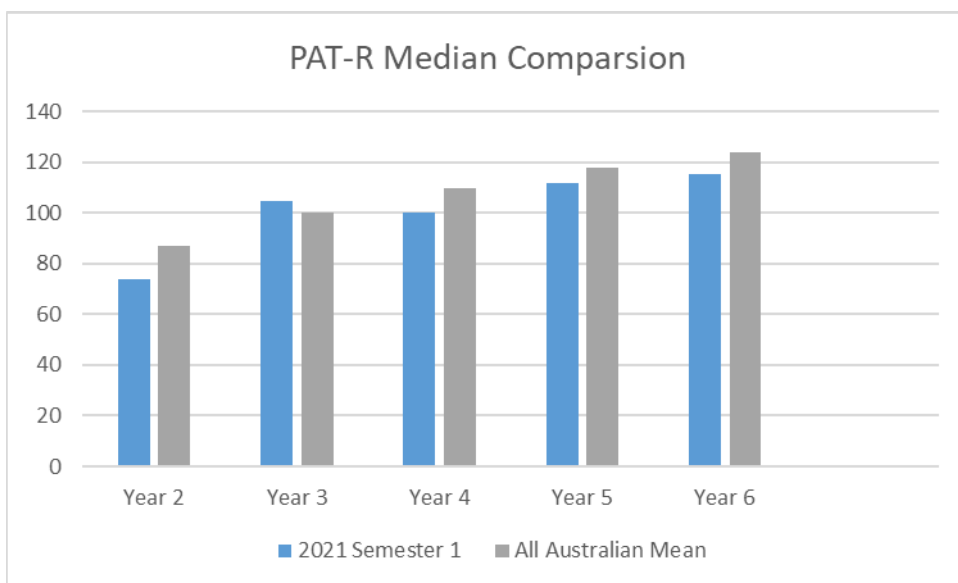


## Reading

Our school-based data from the 'PAT-R' demonstrates that Year 1-6 year groups except the Year 5 groups all made progress compared to the last round of testing, however they are still sitting below the mean result compared to the PATS mean result. Please note this is school based assessment and can only be compared to all of the other schools that participate in PATS testing.

### PAT-R Overall Summary 2020 – 2021 (12 months)





The reasons for success related to student achievement and/or progress, as identified by staff, are:

- The resourcing of an English Development Coach for two days per week to support all teachers in the teaching of Reading and building their content knowledge.
- The continued implementation of Peg's Creek Primary School's Reading Instructional Model across all classrooms with greater fidelity.
- Teachers' continued development in using Explicit Direct Instruction to support teaching of new content and student engagement of year level appropriate curriculum.
- Class walkthroughs and focussed professional learning from English Development Coach and DSF Engagement Coach on Explicit Direct Instruction, vocabulary, phonics and phonemic awareness.
- Collaborative planning has had a strategic focus on components of Reading instructional, specifically the teaching of phonics, phonemic awareness and reading fluency.
- The continuation of Letters and Sounds teaching, which contributes to students' ability to read texts based on their letter-sound knowledge contributing to decoding, reading fluency and encoding (spelling).
- Data collection is strategic and focussed. (On Entry, PAT-R, SAIS, NAPLAN)
- Staff access support to interrogate PAT-R data using a disciplined dialogue with line management that informs adjustments required in classrooms to address student needs. PAT-R is a reading comprehension assessment tool.

Other aspects that could have contributed to the underperformance are:

- Staff requiring further development in Explicit Direct Instruction in lesson design and fluent delivery around teaching new content in Reading.

**Moving forward in 2021**, Reading will continue to be a focus in 2021 to ensure improvement is achieved across the school. School resourcing will be used to provide coaching for all staff throughout the year with 0.2 FTE allocation. English coaching in 2021 will focus on building content knowledge through planning support to improve teacher practice in lesson design, and increased confidence in delivery of Explicit Direct Instruction in Reading lessons.

In addition, teachers will implement Daily Review in Reading with the intent of regular review of previously taught skills and concepts to aid transference of information from short term to long term memory. Teachers will use explicit direct instructional strategies to engage students in Daily Review.

Teachers will maintain a case management approach as a result of data dialogues with their Line Managers. This will support teachers in the identification of students to ensure they are catering to all students' needs, at all achievement levels.

Reading will also continue to be a focus on the whole school collaborative planning schedule where teachers will moderate assessments and work samples.

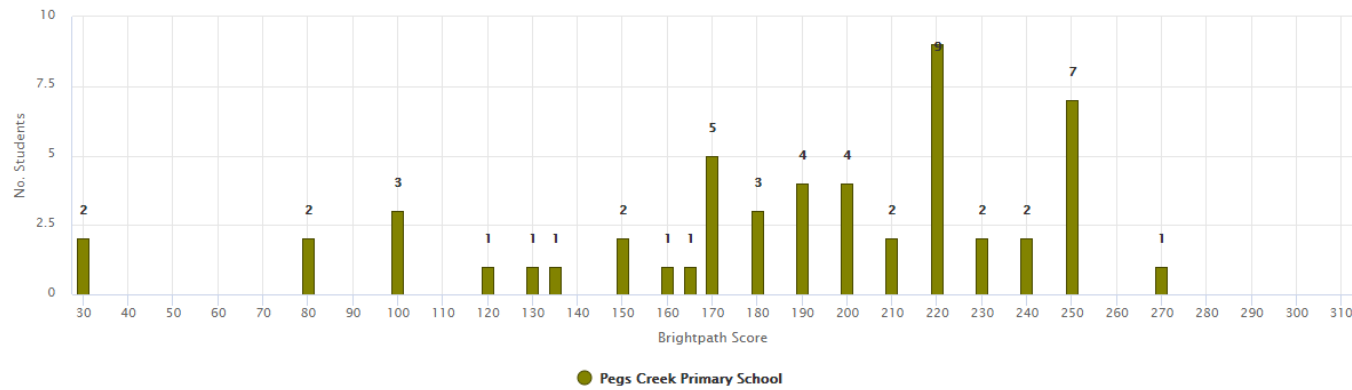
Staff will ensure they have allocated the notional time recommended by SCSA.



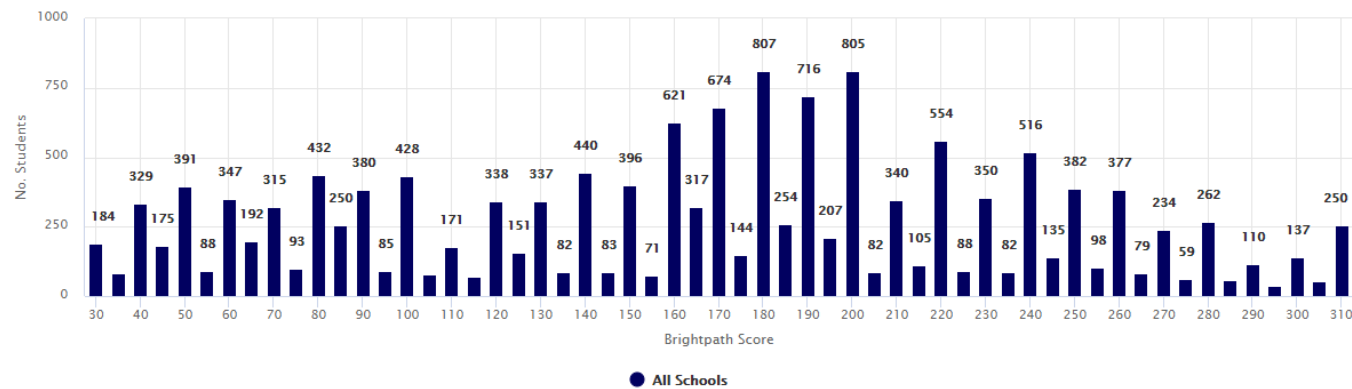
# Writing

## Recount PP-Year 1

Pegs Creek Primary School

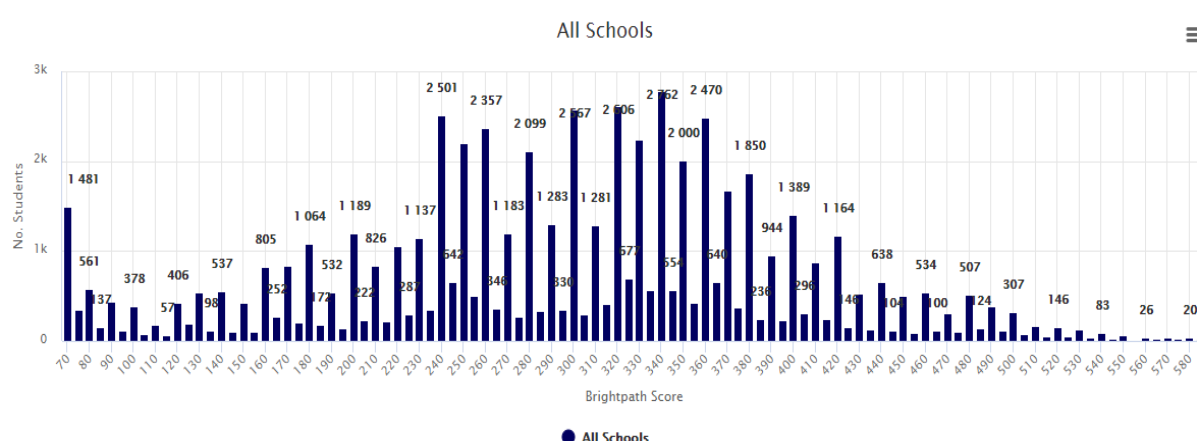
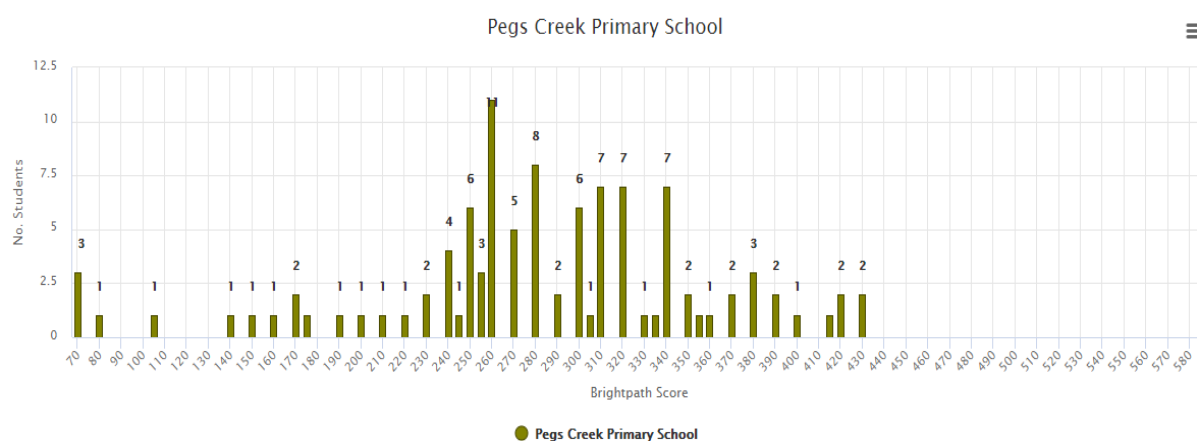


All Schools



	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Pegs Creek Primary School	186	150	200	230	57	53
All Schools	165	90	170	230	72	14899





## Narrative Year 2-6

	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Pegs Creek Primary School	282	243	280	340	76	104
All Schools	296	220	300	375	100	63245

The reasons for success related to student achievement and/or progress, as identified by staff, are:

- All staff have accessed high quality professional learning in the Talk for Writing program through our school's participation in the Pilbara Partnerships for Students Success Project from Dyslexia Speld
- The school has had access to a Regional Engagement Coach in Semester 1 who supported classroom teachers with their planning, implementation and assessment of the Talk for Writing program.
- The school has maintained a whole school focus and commitment to the implementation of the Talk for Writing program in all classrooms.
- All teachers have engaged in moderation and disciplined dialogue using the BrightPath assessment tool twice to identify teaching points and specific focus areas in classroom teaching.

Other aspects that could have contributed to the underperformance are:

- Many new staff across the school were new to Talk for Writing, which impacts on fluent delivery of the program.

**Moving forward in 2021**, Talk for Writing Professional Learning will be accessed early in term one for staff who have not had training as yet. ECE staff will also access the ECE T4W training in Term One. Staff will engage in collaborative conversations to establish a consistent understanding of what constitutes quality texts for writing.

BrightPath judgements and moderation will continue to be utilised by teachers to embed content knowledge and assist with data analysis.

Sufficient timetabling of the explicit teaching of handwriting will be a focus across the school to improve student writing fluency.

Staff will ensure they have allocated the notional time recommended by SCSA.

Principal will engage in a Principal Network Triangulation of Writing data which will involve the Principal leading moderation with the staff with the following writing data, a cold task, NAPLAN writing, and Moderation of Brightpath sample all within three months in 2021. This should increase staff's data analysis and ability to implement differentiated writing programs to improve students results in writing.

## Spelling

Since NAPLAN did not occur in 2020, we do not have any comparative data to compare to 2019 however at the end of term 4 we did administer the Spelling Mastery placement test. There was a large number of students that were in year 5 and 6 that identified to be in Level C, which compares with spelling roughly for Year Three. There was also a large number of Year 3 and 4 students who also were placed in Level C. In reflection the spelling program over the last couple of years will need to be addressed urgently.

The reasons for success related to student achievement and/or progress, as identified by staff, are:

- The continuation of streaming for Year 1 to Year 6 students. This initiative has ensured consistency of practice in the teaching of Letters and Sounds and Words Their Way.
- Staff accessed Professional Learning in Letters and Sounds (phonics and phonemic awareness) delivered by Dyslexia Speld.
- The ongoing, strategic monitoring of student data in Collaborative Planning.
- Spelling Mastery Level B program delivered to many of Year 4 students in 2020 as Intervention.
- The use of explicit Instructional strategies through Letters and Sounds and Words Their Way.

Other aspects that could have contributed to the underperformance are:

- New staff requiring Professional Learning in the spelling programs.
- The Intervention model was difficult to staff on a consistent basis.

**Moving forward in 2021**, we will continue to embed the use of Explicit Direct Instruction in Letters and Sounds, as well as implementing Daily Review in Reading, to increase targeted review practices in phonics and phonemic awareness.

With the success of Spelling Mastery in 2020, this Direct Instruction program will now be utilised as Tier 1 instruction in Years 3-6. It will also be used as Intervention for Years 5 and 6 through an extra session four times a week with parental permission.

Staff will ensure they have allocated the notional time recommended by SCSA

The reasons for success related to student achievement and/or progress, as identified by staff, are:

- The implementation of the Talk For Writing program with fidelity along with the supporting Pie Corbett resources to support the teaching of grammar.



- The teaching of dictation as part of the Letters and Sounds lesson sequence.
- Spelling Mastery for Year 4 students in 2018.

Other aspects that could have contributed to the underperformance are:

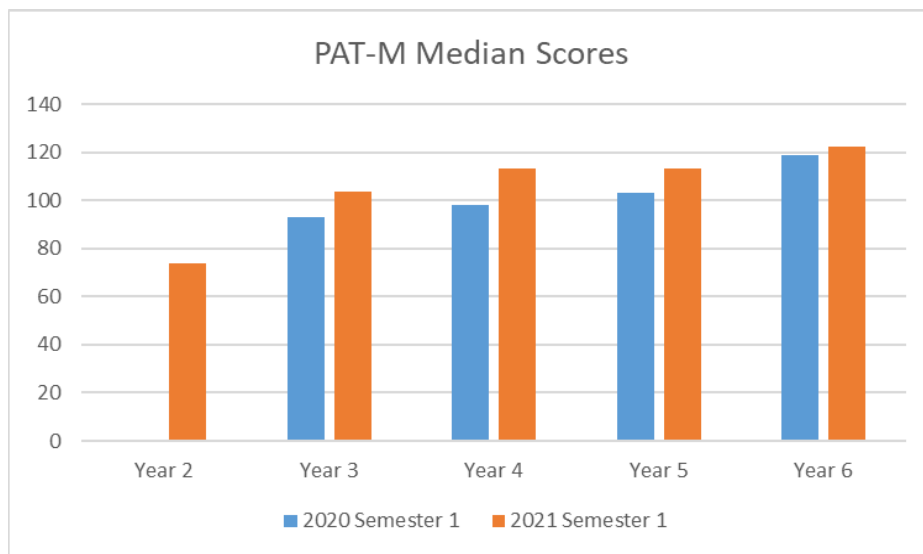
- Teachers are drawn to focus more on underachieving students and therefore have not extended other more capable students.
- Lack of teacher confidence and content knowledge.
- Our school has had a focus on teaching Reading throughout 2019.

**Moving forward in 2020**, our school will continue to embed the Talk For Writing program with fidelity from K-6. Staff will have professional learning and conversations during collaboration in regard to the teaching progression for grammar and punctuation. Teachers will be given the opportunity to engage in moderation utilising the Bright path ruler. A larger focus will be placed on the development and consistent implementation of writing toolkits. Staff will ensure they have allocated the notional time recommended by SCSA by adhering to the Peg's Creek English block to be introduced in 2020.

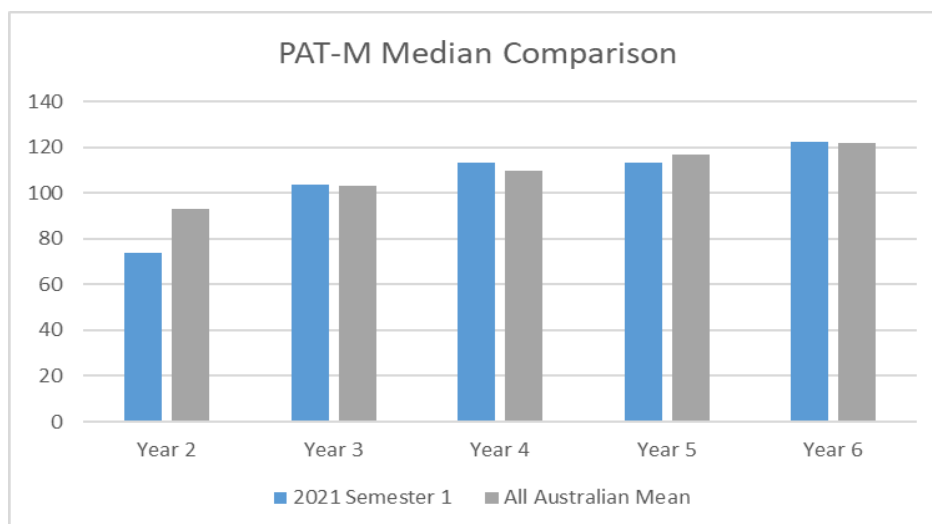
## Mathematics

### PAT\_M Overall Summary 2020 – 2021 (12 months)

With NAPLAN cancellation in 2020 the school has drawn on our school based assessments to determine the achievements levels of students. The main source of student information is from PAT testing that occurs twice during the year.



It is clear that all cohorts have made gains in their achievement in the 12 months with some exceeding the expected gains for their year level. With deeper analysis there are still concerns that a significant proportion of students have made below expected progress.



When comparing median scores with the All Australian Mean it is evident that three of the cohorts are achieving at or above the comparative mean.

The reasons for success related to student achievement and/or progress, as identified by staff, are:

- Adherence to our school self-assessment, regardless of the disruptions, as this provides valuable information on how our students are progressing with their learning.
- Maintaining ongoing dialogue with staff to examine our student's performance from a whole-school perspective and committing to more specific targets. This practice also occurs with class teachers who analyse their class data to focus their teaching and learning program.
- Adjustment of the coaching model to be each fortnight thereby working in collaborative teams to establish common goals has supported all teachers. This often focussed on teaching practice, eg. learning intentions, daily review which interleaved conversations about curriculum.

Other aspects that need to be considered are:

- Mathematics instruction in the early years shows some underperformance when comparing to the expected standard. This will be addressed in 2021 with development of a learning trajectory; highlighting milestones to be achieved.
- The teaching, in the middle to upper years tends to extend beyond the curriculum with further work on identifying the introduction of concepts followed by the teaching of procedures to ensure that strong learning foundations are preparing students for future learning
- The introduction of iMaths in 2020 has proven to be beneficial in supporting the teaching of problem solving, however more work is needed with worded problems and this will be an inclusion of operational planning.

**Moving forward in 2021** the following will be an emphasis to continue to the good progress that we are making:

1. Establish a guaranteed and viable curriculum scope and sequence that will direct teacher's attention to the content that requires mastery. This will examine current curriculum documents along with alignment to our school-based resources to provide a clear planning document for teachers.
2. Re-organise core mathematics resources into year level boxes to support the planning and assessment for each class teacher
3. Align the mathematics lesson structure to the explicit teaching model which has been a core part of our instructional practice during the last three years.



4. Establish a problem solving framework, with a focus on worded problems, into the teaching of mathematics
5. Prioritise mental mathematics by including in daily review sessions across the school

## Intervention

2020 was our fourth year of intervention with a focus on the Year 1–3 primarily in spelling. Our intervention teachers are highly trained staff members where our school continued to dedicate 0.2FTE to work with either small groups or one-to-one. This was targeted at Letters and Sounds for the majority of the students with Spelling Mastery also being delivered to a selection of our Year 4 and Year 5 students. In addition, a small group of students received Cracking the Code instruction. Our intervention process was highly responsive to our student population.

The most noticeable evidence related to our practices was the positive impact on student learning within the Spelling Mastery program where student confidence and success was celebrated. On the other hand, a number of students required ongoing support through the Letters and Sounds intervention without making the required gains; remaining in a phase for an extended period of time. For these reasons decisions were made in regards to moving forward that would ensure that intervention was addressing the learning needs of students and was supportive of our student at education risk processes.

In 2021:

- Introduce Spelling Mastery for Year 3-6 students mainstream instruction.
- Maintain the use of Letters and Sounds as a phonics program for Pre-primary to Year 2.
- Use Maq Lit as the intervention program that will target specific students who are in Spelling Mastery group two years or below with an emphasis on Year 3-6.
- Examine how to accelerate students through Spelling Master levels with a focus on Level C.
- Provide targeted support for Letters and Sounds in Pre-primary to Year 1.
- Include, in the whole-school self-assessment schedule, a phonological awareness assessment for Kindy to Year 2 to be able to track and monitor student progress in the early years.

## Effective Resourcing of Classrooms in 2019:

This year our school over resourced in staffing to support students with diagnosed special needs and those with identified learning difficulties, we were able to provide additional support to classroom teachers by providing additional resourcing as follows:

2.4 SN FTE	\$162,720
0.26 Psych	\$26, 695
0.6 SAER	\$67, 963
0.3 Attendance	\$20, 340
0.2 English Development Coach	\$23, 800
0.2 ICT Network Integrator	\$18,786
Total	\$320,384

## Health & Physical Education

This year the focus in Physical Education has been to develop, teach, refine and apply fundamental movement skills across all year levels, creating connections between body movements, locomotive skills and object control. This year Pegs Creek Primary School has been successful in receiving multiple government grants through Sporting Schools Australia. With these grants we have been able to access programs specifically linked to achieving our school goals and receiving new sporting gear for students to access and play with. We have also had an extremely successful and beneficial tennis clinic visit the school to deliver a comprehensive four-week program for all students in years 2 to 6. With the success we saw with student's game sense and object control throughout this program it is a clinic that we will continue to get funding for to deliver.

A new program has been established for health this year. The key focus for ongoing health programs is going to be around Protective Behaviours. A new program has been purchased for the school. This program gives all students the knowledge and understanding of what early warning signs are and how to assertively act to ensure they are safe. It also better equips them with the knowledge of their bodies, personal space and how to say they are uncomfortable. We will also continue to use the curriculum linked resource SDERA, to educate students in all year levels around resilience, drugs and alcohol education and road safety. It is also a goal for the Health teacher and Digital technologies teacher to work together to educate students on cyber safety.

A focus on positive mindset, behaviour, attitudes and sportsmanship has been incorporated into Physical Education. As a result, we have seen student's performances at interschool events improve. This year Pegs Creek participated in Interschool Athletics and basketball slam. Students that were selected in these events were based on their application of sporting ability and interpersonal skills. Jump rope for heart has continued at Pegs Creek Primary and our Burrup Bouncers continue to shine and be positive sporting role models. This year's team has been working on an outstanding routine which they will be performing for the schooling community at the awards nights.

## Arts Program

In 2020, Pegs Creek Primary School curriculum was further enriched with learning opportunities provided within both the Visual Arts and the Performing Arts areas.



Students from Pre-primary through to Year six received an hour session each week with semester one focusing on the Visual Arts and semester two on the Performing Arts.

The Visual Arts program continued with lessons drawing from the K-10 Syllabus and National Curriculum that focused on covering the range of art elements and

principles suited for each year level. In 2021, final arts assessment was designed in collaboration with arts coordinators from around Karratha to enable moderation amongst the schools.



Students were provided with the opportunity to develop and strengthen their visual arts skills and understandings of the elements and principles through a number of projects that were conducted over semester. A wide range of materials to explore art ideas- acrylic paints, water colour paints, indian ink, charcoal, graphite pencils, pastel, oil pastels, screen printing, clay and glazes provided a variety of enriched learning experiences.



Upper school students complemented their understandings of the arts in the wider community with an excursion to visit the Cossack Art Awards exhibition a prestigious event in the North West. Students were given a guided tour and participated in landscape workshop with local artist in residence.

The school embraced community arts events where possible such as providing a selection of art work to go on display Centro Shopping Centre which showcased the wonderful talents of our students to not only our families but also helped to promote our school to the wider community.

As part of NAIDOC celebrations. Our indigenous students worked with Mrs Watson to bring new colour and life to our undercover area with our NAIDOC mural. Student created images from our NAIDOC shirt design were combined with additional images to capture the essence of the local flora and fauna of our area and to represent members of our indigenous community. It has brought new life to the undercover.



Semester two saw an exciting change with the art's space transforming into our performing arts area. Students embraced the change and took part in the program with great enthusiasm.

Classes were encouraged to express and explore their ideas with a range of props, through musical stimulus and with the incorporation of digital technologies.

Middle and upper school had access to green screens and editing programs such as iMovie to plan, film and edit their performances. This

also allowed for our students to better reflect on their own work and the work of their peers.

Further creative interests and musical talents were nurtured with two songs practised during drama sessions culminating in a whole school performance in front of staff and parents at the final school assembly.

Our junior students were given the wonderful opportunity of viewing the theatrical performance of "The Magic Beach" on stage at the REAP centre. This complemented classroom literacy activity and was well received by all involved.

During the year conversations took place about Peg's Creek involvement in future workshops and performances run through the Barking Gecko Theatres. Which is an exciting prospect for those students who would like to engage in further drama studies.



Through the Arts Network we began to look into how we can connect with Karratha Senior High school. With the K.S.H.S students offering to visit primary schools to present a series of short dramatic performances to suitable classes. Strengthening the bond between our upper school and the High school.

In 2021, we hope to continue to build on our available arts resources and learning opportunities for our students and seek to strengthen our involvement with arts network and arts events in the wider community.



## Humanities and Social Sciences

The two major goals for HaSS this year was, firstly: building and strengthening partnerships with our local community, both past partners and collaborating with new organisations/people, creating a Pilbara HaSS flavour. The second; implementing key vocabulary across the school of both year group related terms and consistent vocabulary across all year levels. These HaSS goals was heavily impacted by the restrictions put in place throughout the first semester. Are relationship with the Karratha City Library remained strong in Term 1, when we had an 'ANZAC Suitcase' ready to come to our school until the lockdown occurred.

As restrictions eased, we had many incursions and excursions undertaken by various classes. TA 4 and TA 14 went to Karratha Station to learn about its history and its impact on the local community. TA 11 and TA 9 were visited by the Australian Electoral Commission and the WA State Parliament 'Pop up Parliament'. Here students learnt about our preferential voting system for both State and Federal elections, and the importance of voting properly during an election to have your say. In Term 4, TA 3, TA 4, TA 11 and TA 14 for two sessions were visited by Cleanaway waste and recycling. Students were educated about how much waste an average Australian household produces, the importance of using recyclable containers as opposed to single use plastics and student's learnt what materials can be recycled and what is sent to landfill.

NAIDOC week was celebrated at a different time this year. The theme was 'Always was, always will be.' Our school celebrated this in multiple ways, we had various classroom activities, videos and books educating our students further about Aboriginal people and their significance to our country. In the undercover area Ms Danielle Watson painted a mural in one of the corners reflecting the symbols and images from our 2019 NAIDOC shirts.

2021 will consist of similar goals/aims of 2020, by continuing to build stronger partnerships with organisations and resources in the local community we can further our student's knowledge of the world around them. Our vocabulary focus will continue to enhance student understanding of key people, organisations and places in their world.





## Technologies

In a year, where all community members were challenged by disruptions due to COVID-19, student's learning briefly moved to a digital learning platform. Parents were communicated with via Facebook, newsletters, access to print information and online parent information, in regards to cyber safety. The school process of communicating through School Space and classroom pages with parents through the Connect Portal was vital and will continue during 2021.

Digital Technologies continues to be well supported financially by the school, in regards to the purchase of resources and will be built on in 2021. Students engaged with the curriculum through the use of both online and offline coding, computational thinking and processing. Year five and six students participated in the Pilbara Automation Project, supported by industry and delivered by the Australian Computing Academy.

The school supported staff with the funding of an Infrastructure Technician one day a week as well as targeted Peer Coaching to assist teachers to embed ICT in their teaching and learning programs effectively. The school continued to provide all classroom teachers with iPads to support their use and understanding of technology, both within the classroom and their own professional practise. Teachers have responded enthusiastically by applying this extra support into their everyday classroom practise to broaden the depth of their teaching.

All classes from K – 6 now have a dedicated set of iPads available for everyday use to support and extend current classroom teaching programs. iPads leases were renewed for senior classes and teachers ensuring that the most up to date technology is available in these areas. Peg's Creek PS continues to strive to provide the best resources possible for the students, in regards to supporting 21st Century Learning.

The school continues to implement a whole school ICT skills focus, supporting teachers to ensure that students are sequentially taught in the application of ICT. The use of the Connect portal and email communication between teachers and students was a focus in the Year 6 classes and will continue in 2021. Students have engaged in age-appropriate cyber safety programs both in Digital Technologies and Health.



## Languages

Our students are incredibly lucky to have exposure to a couple of local languages from Years Three to Six. Mrs Lynda Ryder is the language teacher and this program was impacted in 2020 because of the pandemic and the implications for our Aboriginal staff through this period. The program was restored in Semester Two and the students demonstrated through their enthusiastic attitude that they had really missed the language in their curriculum. This program enhances our student's knowledge about the local area and ensures that they have a deep understanding of our local traditional owners and their culture.

## Science

The completion of the Science Lab was a welcome addition to our school with a designated space that provides a well resources area for the practical aspect of Science teaching. This is an area that we are strongly encouraging teachers to access in 2021 to enrich student's Science experience.

With the degree of interruption associated with 2020 and the shift in Sci-tech's Outreach program the Science focus took a backstep. The school sustained the links with Cross-Curriculum Priorities with our Languages teacher continuing to support class teachers with the delivery of science from an Aboriginal perspective. This was also supported by the documentation from ACARA that highlighted the links between

2020 was a year where Science took a backstep as a whole-school focus. This was not only attributed to COVID-19 but as well as the change in service provided by Sci-tech.

Our Science Lab was completed and provided a valuable addition to the teaching and learning of Science. The resourcing and layout of the lab has generated a space for students to apply their science learning in a practical setting with a myriad of resources being available to support this. In 2021, the Science Lab will become a central point for teachers to utilise at regular intervals to enhance student engagement in the DOE prioritised of area of Science.

We, once again, engaged with the Woodside team who delivered their STEM in School program to our Year 5/6 students. Classes across the school were also given the opportunity to learn about sustainability with the presentation from Cleanaway. We will engage once again with external provider such as the Earth Sciences Education service in 2021 as staff have stated that this is a high quality and highly relevant learning experience.

We sustained the ongoing support in the class setting to provide the ATSI perspective to science learning with the scope of our timetable enabling our Languages teacher to be available for staff to work alongside them with the delivery of content. This was aligned with the *Science elaborations for ATSI* made available through the School Curriculum and Standards Authority (SCSA).

## Future direction

The school will access the newly revised Primary Connections resources that are available online with a focus on the use of the assessment rubric to deepen teacher's understanding of the science content and skills. We will use a moderation process to support the judgement of student's learning.

Similarly, the school will continue to access external organisations that will include the promotion of partnerships with local industry for presentations to our students. While our partnership with Sci-tech had altered at a school level we will maintain a link through the Science Network. This network amalgamates with the Technologies and STEM networks at different times.

We are also very excited by the prospect of teachers maximising the resources available in the Science Lab to enrich the learning of students within the Science Inquiry Skills component of the curriculum.



# SAFE & SUPPORTIVE LEARNING ENVIRONMENT

<b>Behaviour Tell them From Me survey</b> -Increase the percentage of 'students with positive behaviour' to above 90% for Year 4-6 students. -Increase the rating of 'positive learning environment' to above 7.5 for students surveyed in Year 4-6	<b>Results to date</b> School Mean was 88%  School Mean was 7.1
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We were 2 % off from our target to achieve 90% of all students have positive behaviour. This will be a focus area for 2021.

The rating from the students was still below the target of 7.5, sitting 0.4 below. This will also be a focus for 2021.

In 2020, as part of our Fogarty Edvance involvement we will be transferring to the 'Tell Them From Me' (TTFM) student survey with a focus on the following aspects:

## Wellbeing

- 'Students with positive relationships' is rated above 90% for Year 4 – 6 students
- The 2020 results from the student's survey came in at 79% of students from year 4-6 have friends at school they can trust and who encourage them to make positive choices.

### 2021 focus

There is still room for improvement of 11% in this area.

- 'Students with a positive sense of belonging' is rated above 90% for Year 4 – 6 students
- The 2020 results for this was 74% of our year 4-6 students felt accepted and valued by their peers and by others at their school.

### 2021 Focus

There is room for a huge improvement for this in 2021 of 16%.

- 'Advocacy at school' is raised to 7.5 or better for students surveyed in Year 4-6
- The 2020 results recorded a mean of 6.7 Advocacy at school. Compared to TTFM mean of 4.9

### 2021 focus

Students felt they had someone at school who consistently provides encouragement and can be turned to for advice. As a school this is a strength however there was conflicting results from the 2020 National Opinion Survey, from the Year 5/6 students so we will continue to focus on this. A mentor program will be trialled with some staff and students who require this support.

## Behaviour

- Increase the percentage of 'students with positive behaviour at school' to above 90% for Year 4-6 students
- 2020 results reported to be mean of 88% students reported they had positive behaviour
- Increase the rating of 'positive learning environment' to above 7.5 for students surveyed in Year 4-6
- 2020 results for 'positive learning environment' reported a mean of 7.1% compared to the TTFM mean of 7.4%

## 2021 focus

In 2021, the use of the TTFM survey will add a student voice to our data collection and linked with the National School Opinion Survey will add to the 'measuring' of the impact of our school direction.

## National Quality Standards

This year we have made steady progress in maintaining the National Quality Standard. Staff have worked collaboratively in POD meetings (these meetings include teachers from K-2 and specialist teachers). The biggest challenge for our NQS team is stability with our teachers in this area.

The ongoing reflection throughout the year allowed staff to recognise many positive changes within our school and allowed for some clear goal setting for further improvements.

Quality Area 3 (Physical Environment) was a huge focus for the school. The P&C supported the Kindergarten/Pre-Primary students in purchasing new outdoor equipment for the students to play in the sandpits and around the play area.

Staff agreed that Peg's Creek Primary are continuing to meet all 7 Quality Areas and did request a verification in 2020 however this did not occur due to CO-vid 19, so this would be an request for 2021 in term Four. This verification is to ensure that the school continues to maintain the National Quality Standard.

The final school self-reflection showed that Peg's Creek Primary met all 7 Quality Areas but Quality Area 1 and 2 will be a focus for the beginning of 2021.

Quality Area	Auditor	Verifier
Quality Area 1 Educational program and practice	M	M
Quality Area 2 Children's health and safety	M	M
Quality Area 3 Physical environment	M	M
Quality Area 4 Staffing arrangements	M	M
Quality Area 5 Relationships with children	M	M
Quality Area 6 Collaborative partnerships with families and communities	M	M
Quality Area 7 Governance and leadership	M	M

## Personal and Social Capability

For 2020 the school adopted the Zones of Regulation program to support all students with self-regulation through the identification of emotions and possible strategies to help return to the learning zone. As this was the first year for this program time was spent with the delivery of the program across all of the classrooms followed by further revisits focussing on the tracking of emotions, establishing a toolkit at class or individual level and talking through the 'size of the problem'. Moving into 2021 the Zones of Regulation and



You Can Do It program will be amalgamated for our Year 2 – 6 students. This is work that is being completed by our Student Wellbeing Coordinator.

Our School Chaplain was a welcomed staff member in Semester 2 and they have engaged one-to-one with some of our young people along with providing lunch time activities. In addition, our School Chaplain has also provided the In-Real Life program for girls which will be expanded in 2021. There is consideration also to run a boy's program that will support some of the challenges associated with friendships experienced particularly in Year 4 though not excluding other students who would benefit from additional support.

With the interruptions associated with 2020 the school was unable to fulfil our commitment to teaching Protective Behaviours in classrooms. This program continued to be part of the Health curriculum though it was intended that class teachers would deliver additional lessons with a focus on the two core areas:

- We all have the right to feel safe at all times
- We can talk with someone about anything no matter what it is

This will be a key part of our Safe and Supportive Learning Environment focus in 2021 as we acknowledge the importance of this education across the school community.

Furthermore, as we continue to examine our current practices, we will be introducing a student wellbeing survey to be able to monitor the overall wellbeing of students while also being able to target support to those that would benefit from a mentoring program to be introduced by staff. Our school will also seek external assistance, particularly through Kids Helpline that provides a range of different topics and services for young people.

## Positive Behaviour Support

Our school has continued to reinforce Excellence, Safety, Respect and Responsibility as the four pillars for our school community behaviour expectations. The teaching of school-based routines continues to be developed along with the need to teach specific behaviour expectations across the range of contexts.

Our Masters of Behaviour reward, that were held twice per term, gave students the opportunity to be recognised for their positive behaviour choices. As we missed Term 1 with cyclone closures and COVID-19 we gathered momentum in Term 2. We totalled close to 500 students participating in our Masters of Behaviour reward for the next three terms with many students achieving 'mastery' in more than one of the four behaviour expectations. At each assembly students were also recognised for their behaviour choices with tokens being selected and this reward was an ice-cream voucher. The change to collecting the Level 3 Masters of Behaviour tokens in the classroom encouraged a greater number of students to be part of this.

The review of the behaviour expectations with a focus on the definitions of each of these engaged staff in a rich discussion resulting in minimal changes, with the definitions now been printed as signage for each of our classrooms. The definitions are:

<b>Excellence</b>	Striving to be your best in everything that you do
<b>Responsibility</b>	Recognising that you are in control of your actions by making positive choices.
<b>Respect</b>	Appreciating individual differences by treating others in a kind and courteous manner
<b>Safety</b>	Acting in a way which is free from danger, risk or injury that considers yourself, others and the environment.

The Learning Environment Forum continued to be active with decisions around the Bullying Policy which is currently in draft though initial conversations have been around developing an awareness and appreciation of the meaning and impact of bullying on young people. This will form part of our Student Behaviour Policy with the inclusion of safer usage of social media and online gaming; working alongside the Technologies and Health Coordinators.

As we continue to review and update our student behaviour processes in 2020 a key focus will be strengthening our staff's knowledge and practice in supporting our young people through professional learning as well reinforcing pre-existing structures including creating a sense of belonging by greeting every child at the door.

## Students at Educational Risk

In 2020, due to the complex needs of the school, PCPS increased support to fund three days for the Learning Support Coordinator role and additional school psychologist time. The school also resourced two additional hours per week for staff release to allow for case conferences and planning support. As we worked towards aligning ourselves with departmental changes, the SAER team made necessary change to the SAER policy which was ratified by the school board. The National Consistent Collection of Data census in Term 3 saw PCPS staff adhere to the recommend process for moderated whole school reporting. Our case conference structure enables strong collaboration between school, home and external agencies. This is ongoing throughout the year and on a 'needs' basis. Twice a term, the attendance and SAER team met to discuss common cases and school priorities.

## Focus for 2021

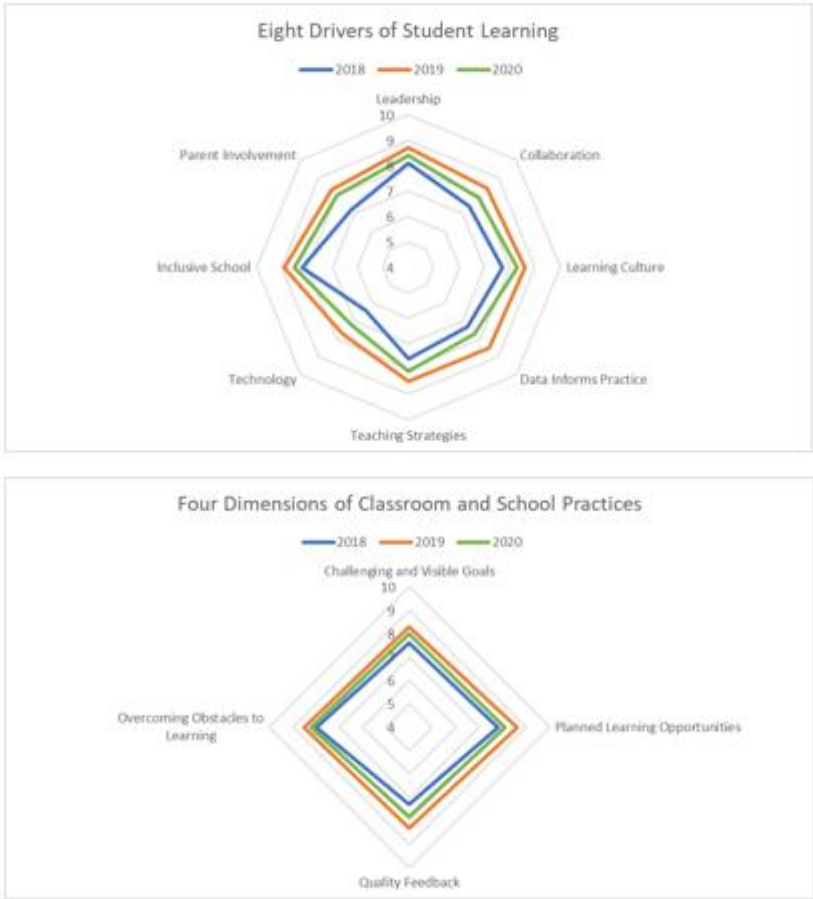
The SAER team will continue to implement identified the social and emotional program Zones Of Regulation which focused on self-regulation skills for all students. New staff will receive We will receive training and will continue to implement Zones of Regulation across the whole school. We will also begin moving from providing training and support for teachers to develop individual student goals through SEN planning in 2020, to training staff to report for students with schools resourcing and any students with substantial and extensive needs through SEN reporting and this will result in a more detailed report for these students.



# 2020 Survey Overview and Findings

As part of our involvement in the Fogarty Edvance School Improvement program, we partake in two surveys annually. Tell Them from Me surveys are completed by: Students in Years 4-6, all staff, parents. Organisational Health Surveys are completed by all staff.

## Teacher Survey Three Year Overview



## Tell Them from Me Parents Surveys

Tell Them From Me Surveys 2020 PARENTS	
Strengths – What do we need to continue doing, focussing on?	Areas for Improvement – What do we need to change, address implement?
<ul style="list-style-type: none"> <li>Processes and Procedures are in place making communication easier</li> <li>Parents feel welcome</li> <li>Teacher communications are high despite only 3 weeks of school</li> <li>Considering the time we've had process for beginning of year are robust</li> <li>FB communications are great</li> <li>Behaviour - Majority is good</li> <li>Extra support for students in class and in playground</li> <li>Feeling welcomed</li> <li>Sense of community</li> <li>Reports – parent friendly</li> <li>Teachers showing interest in learning</li> <li>Clear expectations of behaviour</li> <li>Safe to and from school</li> <li>Positive friendships</li> <li>Inclusion</li> <li>Leadership/positive</li> <li>Welcoming environment – greeting</li> <li>Informed about student activities</li> <li>Ease of access to communicate with teachers</li> <li>Children encouraged to do their best</li> <li>Feel safe at school</li> <li>Clear behaviour expectations</li> <li>School supports learning</li> <li>School supports positive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Change one event for twilight eg: athletics carnival</li> <li>Anti-bullying workshops for parents to inform them about our processes</li> <li>Look at easy accessible way for parents to see - child's day, transition from early years to upper</li> <li>Information about how their children are going</li> <li>Behaviour management – maintain focus</li> <li>SAER – students need help</li> <li>Some physical/verbal bullying</li> <li>Devotion to extra-curricular (teachers)</li> <li>Scheduling events for when parents can attend</li> <li>Learning at home - Parents supporting learning at home. Are they not feeling supported or not supporting learning? Need to investigate.</li> <li>Homework – High communications with parents, need to check regularly</li> </ul>

## Tell Them from Me Student Surveys

Tell Them From Me Survey 2020 STUDENTS	
Strengths – What do we need to continue doing, focussing on?	Areas for Improvement – What do we need to change, address, implement?
<ul style="list-style-type: none"> <li>• Enjoying coming to school</li> <li>• Advocacy</li> <li>• Positive teacher relationships</li> <li>• Expectation for success</li> <li>• Good play areas</li> <li>• Teachers have the relationships with students – great considering our start to the year</li> <li>• Safety is high for learning and social</li> <li>• Upper years love Masters of Behaviour</li> <li>• Lots of events – incursion, whole-school</li> <li>• Teachers are friendly</li> <li>• Sense of belonging – peers/others</li> <li>• DT as a point of interest</li> <li>• Sense of equity</li> <li>• Can identify a staff member to be an advocate</li> <li>• Feeling safe at school</li> <li>• Good balance between 'strictness' and 'funness'</li> <li>• Positive behaviour and relationships in the school</li> <li>• Maintain what we are doing</li> </ul>	<ul style="list-style-type: none"> <li>• Drink fountain – undercover area/outside kindy</li> <li>• Positive learning environment</li> <li>• Student voice – zones</li> <li>• The issues amongst girls to support young adolescence. Need more life skills – resilience</li> <li>• Devastation of no camp, need something similar</li> <li>• More music eg: <u>bing</u> bong bell</li> <li>• Opportunity for excursions</li> <li>• Sense of belonging</li> <li>• Music specialist?</li> <li>• Extracurricular activities</li> </ul>

## Tell Them from Me Staff Surveys

Tell Them From Me Survey 2020 STAFF	
Strengths – What do we need to continue doing, focussing on?	Areas for Improvement – What do we need to change, address, implement?
<ul style="list-style-type: none"> <li>• Safe environment</li> <li>• Supportive environment</li> <li>• High expectations</li> <li>• Opportunity to improve</li> <li>• Use of technology</li> <li>• Clear expectations</li> <li>• Involving parents</li> <li>• Maintain support for teacher's personal needs</li> <li>• Collaboration remains a strength</li> <li>• Communications to students from teachers is strong</li> <li>• Inclusiveness with staff and students especially SAER students</li> <li>• Classroom behaviours in general</li> <li>• Working with leaders – wellbeing, safe learning environment</li> <li>• Assessment informs future planning</li> <li>• Opportunities to improve following formal assessment</li> <li>• Ask for help when unsure</li> <li>• Clear behaviour expectations</li> <li>• Maintain what we are doing with consistent practices/programs</li> <li>• Coaching, collaborative planning</li> </ul>	<ul style="list-style-type: none"> <li>• Moderation</li> <li>• Feedback/observations</li> <li>• Technology -for goals to improve</li> <li>• Planning assignments</li> <li>• Parents review</li> <li>• School leaders in observations in class learning</li> <li>• Scope and sequence for literacy and numeracy especially all year levels that includes T4W, reading</li> <li>• Share with students their progress regularly</li> <li>• Prioritising (how to)</li> <li>• focus as individual teachers</li> <li>• Sharing of resources/materials/learning goals</li> <li>• Written feedback to students</li> <li>• Provide models of work to show student expectations</li> <li>• Bridging resources for new staff – sample program</li> <li>• In school mentor for new staff?</li> </ul>



## Strengths and Improvements:

### Strengths

- The following areas have improved since last year: learning culture (7.7-8.3), collaboration (7.4-7.9), Teaching strategies (7.6-8.1) and data informs practice (7.3-7.7)
- Parents feel welcome, kids feel safe, inclusive school.
- Individual comments were extremely positive in all areas.

### Areas for improvement

- **Teacher survey:** Data informs practice, Moderation, quality feedback from leaders, challenging and visible goals, in school mentoring for staff, enrich our collaboration. Teachers perception of leadership decreased from (8.7-8.4) so it is important that this either remains at 8:4 or increases over the next 12-18 months after leadership being stabilised at the end of 2020. The results in 2021 and 2022 in the OHI will be a focus in this area.
- **Student survey:** focus on positive learning environment, high expectations for success, increase engagement and ensuring that the 20% of students who identified that they don't feel safe or neither agreed or disagreed decreased in the next TTFM survey.\

## Organisational Health Surveys

All Staff completed this survey. Health outcomes illustrate our perceptions of effectiveness. Management practices assess our frequency of taking necessary actions. Bottom quartile to top quartile are based on the global benchmark. (3mn individuals, 1300+organisations, 2000+ surveys completed)

This year is the third year we have participated in the Organisational Health and Tell Them From Me Surveys as part of our participation in the Fogarty EDvance School Improvement journey.

Our staff had a 31% turnover of new staff at the start of 2020. These surveys are designed to capture the culmination of work done over the past year- so this would have had an important effect on how new staff answered questions. The surveys were open in weeks 2-5 in Term One. During this time our school was closed due to Cyclone Damien for 10 school days. We were anticipating a huge downturn in our results due to these two strong factors and yet this did not seem to happen. Perhaps highlighting the strength of our focus at Peg's Creek Primary.

2018 overall health score



2018

2020 overall health score



2020

## Organisational Health Survey Results:

**Pegs Creek Primary School Headlines** ▪ Pegs Creek Primary School has a top decile health with an overall score of 96 ▪ Pegs Creek Primary School's overall health is 10 points above overall health score of the Cohort 5 schools ▪ The overall score has increased by 11 points from 2018, maintaining its position in top decile ▪ Pegs Creek Primary School's an outcome profile with all of the 9 outcomes in top decile ▪ Pegs Creek Primary School has a strong practice profile with 36 out of 37 management practices in the top quartile

2018 survey outcome profile<sup>1</sup>



2020 survey outcome profile<sup>1</sup>



## Strengths and Improvements:

## Organisational Health Survey Results:

Organisational Health Survey 2020- Staff Analysis	
Strengths – What do we need to continue doing, focussing on?	Areas for Improvement – What do we need to change, address, implement?
<ul style="list-style-type: none"> <li>All outcomes are 90 or above</li> <li>Maintain that strong direction and leadership</li> <li>Sustainable motivations</li> <li>Health and well-being remains a priority</li> <li>Collaboration</li> <li>Leadership 100</li> <li>Motivation 100</li> <li>Work environment</li> <li>External orientation</li> <li>Innovation and learning</li> <li>Professional standards 100</li> <li>Consequence Management – staff expectations</li> <li>Describing 'what' we do at PCPS – teaching approach, induction strong</li> <li>Involvement in committees</li> <li>Sense of working together</li> <li>Clear roles and responsibilities – Admin, SAER, Attendance</li> </ul>	<ul style="list-style-type: none"> <li>Coordination and control – simplify information</li> <li>Practices and procedures</li> <li>Prioritise performance development Teacher demand and expectations especially new staff</li> <li>Time management for staff</li> <li>Financial incentives – further clarification eg: extra DOTT, ipads</li> <li>Direction, down 2</li> <li>Capabilities, down 4</li> <li>Competitive insights?</li> <li>Capabilities – new staff- what do they bring?</li> <li>Outsourced expertise- when we have flexibility</li> </ul>

<ul style="list-style-type: none"> <li>• Line Manager has previous experience (Explicit Instruction)</li> <li>• Ongoing PL eg – dsf, T4W, to support whole – school practices</li> <li>• Clear expectations in processes and procedures</li> <li>• Operational Plans to guide classroom instruction and support improvement by addressing areas of need</li> <li>• Selective (merit) based employment according to school needs</li> <li>• Innovation and learning</li> <li>• Unnecessary competitiveness</li> </ul>	
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**What to focus on** ▪ Pegs Creek Primary School should continue to sustain momentum on health by further strengthening practices that are below median to get them to the top quartile ▪ Working on health has paid off for Pegs Creek Primary School but in order to sustain current organization health, the school should continue to align with cohort 5 suggested priority practices (Consequence Management, Performance contracts, People Performance Review, Rewards & Recognition and Student Focus) and design interventions for additional management practices wherever necessary

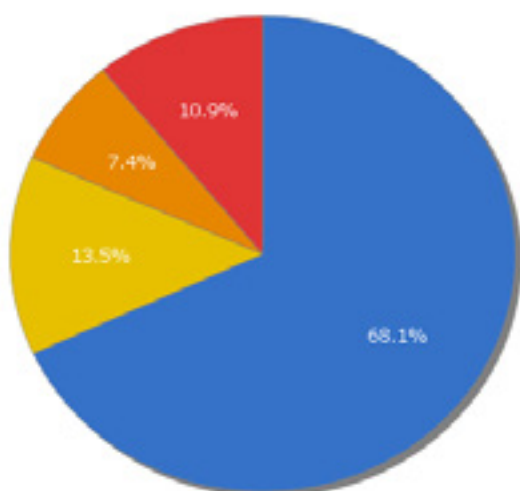


# PARTNERSHIPS

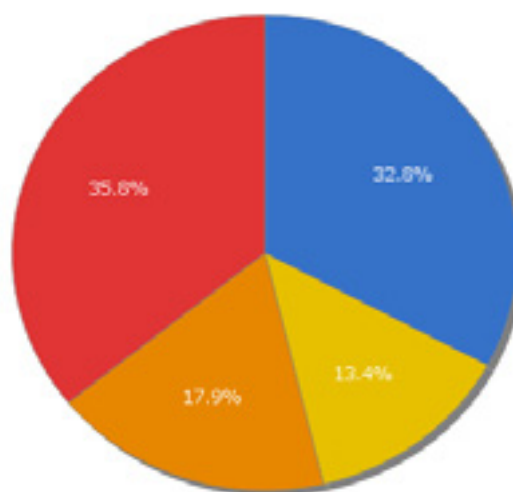
## Attendance

Strategic Improvement Targets (from 2016-2018 Business Plan)	Results to date
Seek to maintain target of 65% for regular attendance across the school	Achieved (68%)
Reduce the number of Indicated at-risk category to below 20%	Achieved (13.5%)
Seek to maintain that 50% or more of our Aboriginal students will have an attendance rate of 80% or more	Not achieved (39%)

Our reportable attendance data has been adjusted to accommodate the impact of COVID-19 and the associated school closure



*Attendance Profile Whole School  
Semester 1*



*Attendance Profile: Aboriginal students  
Semester 1*

For 2020, with the restricted movement of families due to the border closures the impact of in-school vacations was restricted though there were other effects impacting on student attendance. This included: indecision for families about messages about school closures from national and local government, medical background of families needing self-isolation, mental wellbeing of families with changes to employment and/or income. Each of these cannot be captured accurately through our attendance data.

The school's transiency rate for 2020 declined to just below 18% which potentially had a positive effect on our attendance data along with the majority of our families being prepared for an on-line learning environment. The school was proactive in catering for families with limited access to technology with preparation of home learning packages.

The school continues to work with building relationships with our families, an part of our sensitivity to the different challenges that our families experience. This work is conducted by our Attendance team which begins with classroom teachers then into the designation of human resourcing through an Attendance Administration Officer (0.2FTE), Manager Corporate Services, Deputy Principal and in Term 4 the part-time employment of an AIEO.

Attendance is recognised as part of a child's success at school and this was a key message when communicating with parents. There were a range of different strategies adopted to promote attendance with Connect notices, staff communication, liaison with Attendance Team located at Pilbara Education Regional Office. The role of inter-agency consultation maintained an awareness of the challenges being experienced by families. The decision-making of the Attendance Team was directed by the information provided by the Student Attendance Reporting data located on Ikon.

As we move into 2021 the continuation of shared responsibility across the school will be maintained with class teachers being a key connection point between the school and home. Our two focus areas will be:

1. Maintain/Improve attendance of all students through a responsive approach
2. Promote positive parent partnerships

With the first focus this will establish a timeline that allows for restoration of attendance along with indicating when attendance plans, formal meetings and attendance advisory panels will become key strategies to support families. There will also be the return to pre-COVID-19 practices as restrictions are adjusted. Similarly, the value of alternative attendance arrangements will be a process that the school will continue to support student's attendance at school.

For the second focus area communication with parents will be a priority to share celebrations and raise concerns. This will be done via the Connect community. The ongoing work of the team will be to refine communication with parents seeking explanation for unexplained absences. The school will utilise expertise located in the network to help with issues experienced at a school level, particularly through the Deputy Principal Network.

Addressing attendance requires a persistent effort with review of practices and processes which is something that the team willingly engages with to improve student's opportunity for success.



## Breakfast Club

The Breakfast Club continues to be a hub for our students; supporting them to transition into the school environment. Not only does the school provide breakfast for a number of students, but also lunches, uniforms and other essential supplies to support a child to be part of the classroom environment. This work is achieved through the 'volunteers' who willingly help out in the Breakfast Club throughout the week along with extending to include the AIEO to provide additional support to families beyond 8.20am.

An important part of the success of the Breakfast Club is the donation from Foodbank each term, fruit by Fresco, bread given by Bakers Delight and the occasional contribution made by staff.



## Aboriginal Cultural Standards Framework

Pegs Creek Primary School has very inclusive practices and utilise staff knowledge and feedback to improve our Cultural Responsiveness. Our Aboriginal Language Teacher is a resource for all staff to assist in ensuring that Aboriginal perspectives are presented through both our HASS and Science Curriculum. The focus in 2021 will be employing and Aboriginal Islander Education Officer and to work with our team to create a Pegs Creek ACSF Operational Plan for 2022-2024.



## Partnership Overview 2019

### P&C

Congratulations and huge thanks to our P&C members. Our AGM was very successful with a quite a few new members. We managed to fill all positions for the year. Due to Co-vid, unfortunately our P&C wasn't able to hold the wonderfully successful Quiz Night, however they still managed to raise funds for our students.

We have been very fortunate in 2020 to have such a dedicated, supportive and strong P&C. as stated in the P&C report they financially supported a number of initiatives throughout the year. I would like to publicly acknowledge the committee for all the work they did in 2020 and to all the parents who supported their initiatives. This has supported our students tremendously.

### School Board

This was a very challenging year for the school board to navigate with three different Principals and I would like to thank the School Board Chair Brad Goes for his leadership, professionalism and support to all three leaders during the year. The school board has been represented by parents, staff and community member but moving into 2021 it would be very beneficial to ascertain a member from our Filipino and Aboriginal communities to represent the student populations we have at our school.

## Curriculum Partnerships

### Scitech

Our school has engaged with Pilbara Teacher Support program offered through Scitech. This has focussed on supporting the development of Science Curriculum Leaders along with provision of professional learning to whole staff and working alongside teachers in the class setting to promote Science Inquiry Skills. We had intended to continue this relationship however the restrictions impacted this relationship in 2020.

**The Language Leadership Schools Initiative (Pilbara);** a comprehensive training session, that promotes the learning of language within an ECE setting and sharing of best practice within the school. Two staff have benefited from the four days professional learning with resources and ideas being disseminated among staff.

### Pilbara Partnerships for Student Success (PPSS)

With the inception of PPSS in 2017 our staff have worked with the Engagement Coach to progress the teaching of Talk For Writing. This takes on different formats according to teacher needs though has been predominantly with supporting the understanding of the Talk for Writing elements, eg. Modelled text, toolbox and the steps of imitate, innovate and invent.

There have also been interactions between the Engagement Coach and Admin to support the development of a whole school plan for Talk for Writing and the review of intervention processes to maintain fidelity. Engagement of staff with PPSS will continue with the intention of developing a Talk for Writing Leader who will be a position to provide professional learning and coaching to staff.

### **The Smith Family**

The Smith Family unfortunately relocated in 2020 so this partnership has ceased. We will definitely be looking to strengthen relationships with other local agencies that could support our families and students who require this support.

### **The Graham Polly Farmer STEM Centre**

The STEM Centre initiative organised by the Graham Polly Farmer Foundation at Tambrey School Science lab. The aim is to improve learning outcomes of ATSI students who demonstrate interest and aptitude in Maths, Science, Technology and Engineering.

The voluntary after-school programs provide practical, hands-on learning experiences, with a wide range of interactive activities and experiments. Students also have the opportunity to access online materials and digital apps, learning how to program and code.

The program can also offer a fantastic STEM Camp where students travel to an exciting location in Australia to take part in fun activities, excursions, tours and workshops. These camps give students insight into a huge range of STEM related careers and further education opportunities, opening their eyes to potential post-school pathways.

The skills developed at the Centres encourage students to remain engaged and enthusiastic about science and maths subjects throughout their school journey, which in turn helps broaden their horizons in a world of work where employers are increasingly looking for STEM skills.

## **Health and Wellbeing Partnerships**

### **Childcare Campus Karratha**

School holiday care supported many local families from our school and other schools. During the Christmas period they were full with 31 students. They have current enrolment of 20 students, with some spaces to take on new families. Childcare Campus continue to work closely with the school.

### **Western Australian Centre for Rural Health (WACRH)**

WACRH are supporting Occupational Therapy students who are in their final year of studies to have some school practical placements. Peg's Creek was lucky enough to host two students for the duration of Term One this year. The students completed screening assessments of all students. They Case managed 6 students and worked closely with parents to develop strategies to support the students. They also developed a Fine Motor program which will be delivered during terms 2, 3 and 4 this year by the ECE staff. We hope to continue this very beneficial partnership and extend to future students.

### **Foodbank**

Foodbank have supported our school for the past 6 years. Enabling our Breakfast Club to provide emergency breakfast and lunch to students in need. Foodbank provide supplies each term and at Pegs Creek are an essential partnership we value highly.

### **Heart Foundation- Burrup Bouncers**

The Burrup Bouncer Skipping team have been part of Peg's Creek school culture for 26 years! The Heart Foundation continue to support the school by providing the team with shirts and skipping ropes, they cover the cost of the relief and bus for the teams Demonstration day.

### **FRESCO**

We receive donations of fruit each week to support students who need emergency recess and lunches.



# LEADERSHIP

## Performance Development

An additional aspect of our Performance Development cycle this year was the introduction of a data analysis component. Staff were supported by our English and Maths Curriculum Coaches to access and analyse their class data utilising a disciplined dialogue approach. Staff then met with Line managers to set case management goals and review student progress at a later stage. Data available was inclusive of SAIS data, PAT testing, attendance data, SAER discussions and other school-based assessments. Staff also completed a self-reflection aligned with AITSIL Teacher Standards and set personal goals. All goals were linked to the Business Plan priority areas.

## Distributed Leadership

A number of staff undertook Leadership roles within Curriculum Forum, Learning Environment Forum of Collaborative Teams. Staff self-nominated for the forums and working parties. The Forum groups met at least twice per term.

## Learning Environment Forum

The Learning Environment Forum consisted of five staff who work along with the Admin to form a team that sought to continue to provide a safe and supportive environment for all students. The focus of the team is social and emotional learning and behaviour support. There were two meetings per term with each member undertaking a responsibility for further progress with the pastoral care of our children.

In 2020, the Learning Environment will lead the introduction of the new online You Can Do It program after trialling training modules. The Learning Environment will also drive Aussie of The Month and Masters of Behaviour in our school.

## Curriculum Forum

The Curriculum Leader undertakes the role of developing the Operational Plans as well as provision of resources, liaison with external agencies and development and delivery of professional learning.

The Curriculum Forum is an integral part of our school organisational structure that support staff to undertake a curriculum leadership role. A further commitment is attending meetings with other Curriculum Leaders to input into the development of term planners. School Planning Support is built within the timetable and allocated to Curriculum Leaders to support them in performing this vital role.

Furthermore, the Curriculum Forum assists in decisions to be made that focus on whole-school processes. In 2020 this included: streaming Spelling across the whole school, data emphasis, explicit vocabulary instruction, a focus on engagement norms. Bright Path moderation and a balance between cultural understandings and learning language in our school context.

In 2020, the Curriculum Forum will be maintained with time continuing to be allocated for the self-nominated leaders to fulfil their role. In addition, the Curriculum Forum will continue in its role in the review of the Fogarty Edvance: Strategic Directions Document (SDD) which is focussing the work of the Admin team. The Curriculum Forum is trusted, through their expertise, to be able to seek clarification and challenge the progress with the SDD document and to advocate for the direction of our school with students.



## Leadership opportunities

This has been a challenge to provide the leadership opportunities that normally occurred due to the pandemic. Staff had to lead more at school with new opportunities that arose like learning from home and sharing how to do this with each other, especially around using connect and working with parents as partners.

Leadership in local networks—Our local networks were impacted but staff had the opportunities to identify other ways to meet through team meetings and Webex, eg: STEM, Science, Mathematics, SAER, Deputy Networks.

Summary of Staff Professional Learning undertaken 2019			
Talk for Write	Fogarty Edvance	Letters & Sounds PL	PBS- strategies for students with anxious behaviours
Dyslexia Speld Foundation	Trauma	Graduate Teacher modules	Expert Engagement and Coaching
Cracking The Code	STEM Conference	First Aid Mental Health	Autism
		Talk For Reading	DIBELS
This year our normal various network-run professional learning opportunities that were offered in in Literacy, Mathematics, English as an Additional Language/Dialect, Early Childhood Education, ICT, Arts, Humanities and Social Sciences, SAER and Science were impacted by the Pandemic and the restrictions that were put in place. This created another opportunity for these networks to establish teams so they could continue to share and learn from each other .			

## Student Leadership

Six Prefect Leaders- responsibilities include- Assemblies, flags, mail, school sign, lunchtime activities, Peg's Got Talent Competition, Free Dress Days, representing the school at community events such as ANZAC and Remembrance Day.

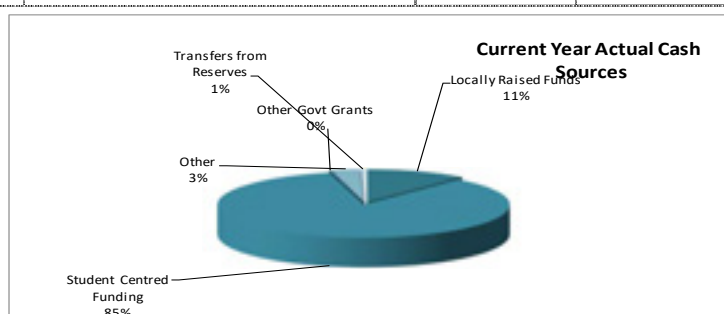
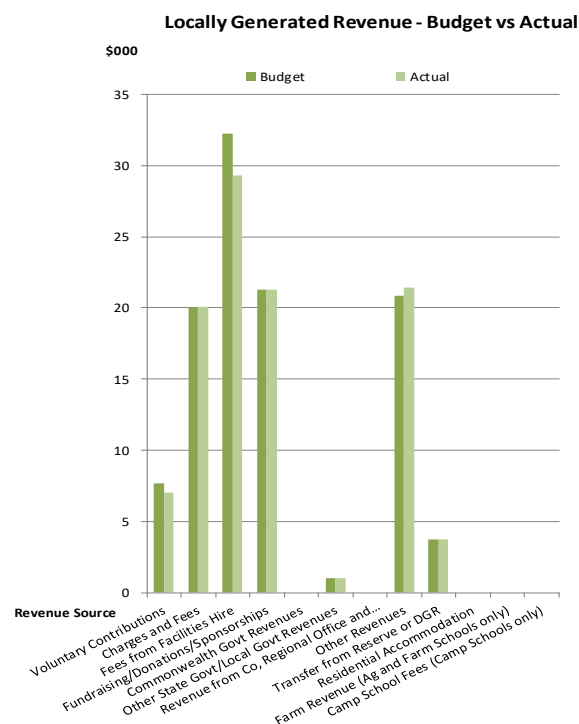
Three Faction Leaders and 3 Vice-Captain Leaders (Year 5)- responsibilities include- counting Virtue Vouchers, distributing sports equipment, organising Faction Sports equipment, leading Factions for carnivals.

Class Representatives from each class- these are rotated each term. Responsibilities include: meeting with Principal 3 x per term. This is an opportunity for a 'student voice' to report on how they feel our school is performing, class spokesperson, class reports, Power Rangers, distribute notices.

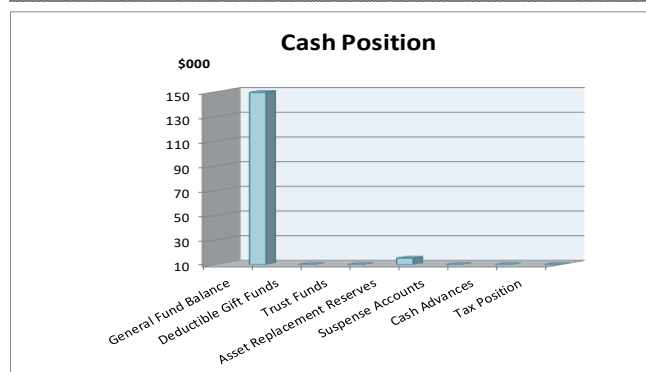
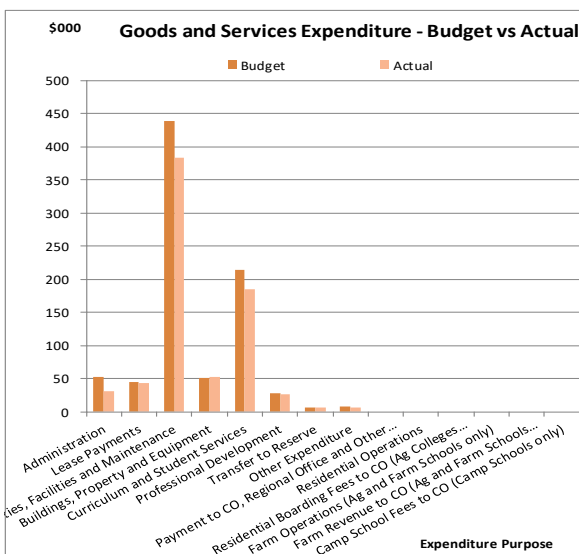


# Pegs Creek Primary School Financial Summary as at 31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 7,704.00	\$ 7,020.00
2	Charges and Fees	\$ 20,060.00	\$ 20,059.50
3	Fees from Facilities Hire	\$ 32,250.00	\$ 29,318.19
4	Fundraising/Donations/Sponsorships	\$ 21,295.00	\$ 21,294.32
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	\$ 20,866.00	\$ 21,429.87
9	Transfer from Reserve or DGR	\$ 3,720.00	\$ 3,720.00
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>\$ 106,895.00</b>	<b>\$ 103,841.88</b>
	<b>Opening Balance</b>	<b>\$ 194,021.00</b>	<b>\$ 194,021.23</b>
	<b>Student Centred Funding</b>	<b>\$ 582,957.96</b>	<b>\$ 583,062.75</b>
	<b>Total Cash Funds Available</b>	<b>\$ 883,873.96</b>	<b>\$ 880,925.86</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 883,873.96</b>	<b>\$ 880,925.86</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 52,288.00	\$ 30,148.57
2	Lease Payments	\$ 45,057.00	\$ 43,685.06
3	Utilities, Facilities and Maintenance	\$ 438,714.00	\$ 382,902.40
4	Buildings, Property and Equipment	\$ 50,349.00	\$ 52,081.65
5	Curriculum and Student Services	\$ 214,428.96	\$ 184,118.64
6	Professional Development	\$ 27,169.00	\$ 26,078.63
7	Transfer to Reserve	\$ 6,000.00	\$ 6,000.00
8	Other Expenditure	\$ 7,497.00	\$ 6,501.32
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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>\$ 841,502.96</b>	<b>\$ 731,516.27</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 841,502.96</b>	<b>\$ 731,516.27</b>
	<b>Cash Budget Variance</b>	<b>\$ 42,371.00</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 160,300.43</b>
Made up of:	
1 General Fund Balance	\$ -
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 15,152.44
5 Suspense Accounts	\$ 1,535.40
6 Cash Advances	\$ -
7 Tax Position	\$ (5,797.00)
<b>Total Bank Balance</b>	<b>\$ 160,300.43</b>



## Based Acronyms

SDD	School Development Day
IPS	Independent Public School
FLDC	Fremantle Language Development Centre
DOE	Department of Education
ECE	Early Childhood Education
PL	Professional Learning
NAPLAN	National Assessment Plan Literacy and Numeracy
SAER	Students at Educational Risk
EAL/D	English as an additional language /dialect
PAT-R	Purposeful Teaching Assessment- Reading
RTI	Response To Intervention
T4W	Talk For Write
STEM	Science, Technology, Engineering, Maths
AIEO	Aboriginal Indigenous Education Officer
HaSS	Humanities and Social Sciences
LSL	Long Service Leave
BMIS	Behaviour Management In Schools
YCDI	You Can Do It

