



YANCHEP LAGOON PRIMARY SCHOOL 2022 ANNUAL REPORT

2022 Yanchep Lagoon PS Annual Report

Positive Behaviour Support

Students at Educational Risk

Physical Education

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Principal's Message

It gives me great pleasure in presenting the 2022 Annual Report to our community. Having only arrived at the beginning of Term 4, I can see that the school has worked hard to put whole school plans in place, develop a collaborative culture with staff and establish long standing connections with our parents and community. I would like to sincerely acknowledge the legacy, and recent retirements, of principal Mr Alan Curtis and deputy Mrs Delva Russell who demonstrated an ongoing commitment to our school and facilitated the establishment of the new buildings and infrastructure. With our school already having a 48-year history, our new school will continue to promote our motto- Dream- Believe- Achieve for another 40 years. I would also like to acknowledge Mrs. Laurel Steele who was the principal for part of the year and to Mrs Kate Melvin and Mrs Helen Sandell for providing wonderful support as deputies. All our staff are highly professional and hardworking and get immense satisfaction in seeing our students achieve those important milestones.

I would also like to acknowledge our School Council Chair, Mr Ben Melvin for his leadership and support over the year. His efforts have sincerely assisted my transition into the school as the new principal. Thank you, Ben! Thank you also to our P&C President, Mrs. Sam Pether for her incredible efforts in supporting the P&C's fundraising across the school and creating great opportunities for our students. The P&C is an active vibrant forum due to her efforts and others on the P&C team.

I am confident that as we reflect on our achievements this year, we can continue to build on our strengths and further improve our teaching programs to provide our students with a solid foundation for future success.

Paul Biemmi

Principal

Dec 2022





School Vision

To nurture students to become learners who are respectful, responsible and safe citizens.

School Values

I am a learner
I am respectful.
I am responsible
I am safe.

School Context

Yanchep Lagoon Primary School opened in 2018 emerging from a restructure after the secondary students at the District High school moved to the Yanchep Secondary College. This move facilitated a government commitment to rebuilding the school- providing the community with new buildings and facilities.

The school has an ICSEA of 976 (decile 6). The school has recorded a transiency of 23.6%. The student population consists of the following demographics; Students with Disabilities (4.3%), Aboriginal students (6%) and LBOTE (0.5%)

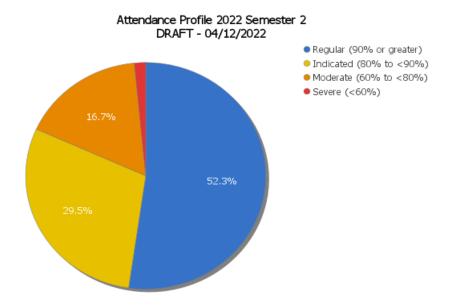
Destination Schools	Male	Female	Total
4207 Yanchep Secondary College	19	15	34
1493 St James' Anglican School	2	1	3
4211 Alkimos College		1	1
1519 Atlantis Beach Baptist College	1		1
4135 Gingin District High School	1		1
1418 Irene Mccormack Catholic Coll	1		1
4125 Wanneroo Secondary College		1	1

2022 School Destinations of the 2021 Year 6 Cohort

88% of the Yanchep Lagoon 2021 Year 6 cohort attended a public secondary school in 2022.

Attendance

Attendance this year was severely impacted by the COVID disruptions in first semester. Overall our overall attendance rate was 88.5%.



The students attending in the 'regular category' which is 90% or greater was a low 53%. This could be attributed to the messages relating to COVID in which parents were encouraged to keep children home if they showed any signs of illness. However; 'regular' attendance was also low in the non-COVID years. For example, in 2018, this result was 57% and in 2019 this was 59%.

Other attendance categories also seemed unusually high with 29.5% in the 'Indicated category' and 16.7% in the moderate category. While 'like school' data is not yet available to provide a comparison, at this point it does seem that the school will need to further investigate attendance plans for individual students who are consistently absent.

Interestingly 13% of all absences could be contributed to vacations during term time. The school policy in relation to in school vacations will need to change in order to encourage holidays to be taken during regular vacation periods. The other concern is that 24% of absences were not authorised. This will require further analysis to determine the cause of these absences from school.

2022 On entry Performance

On-entry is a standardized state-wide early literacy and numeracy assessment required to be undertaken at the start of Pre-primary to help guide the teaching and learning program of each Pre-primary class. Our school takes this a step further and also uses the On-entry tests available for Year 1 and Year 2 students and we use the data in the same manner, supporting the teachers to know where their students are at – outlining student/cohorts strengths and weaknesses to plan and deliver targeted programs that address the needs of our students.

Pre-primary Results

	Public Schools Median	School Median (State)	Median Same ICSEA Decile/Like Schools	Below Like School Median	At or above Like School Median
Reading	456	447	445	40%	60%
Writing	210	210	176	32%	68%
Numeracy	435	422	422	43%	57%

Results show we are at or above 'like schools' across all areas. Our Kindergarten program is supporting our students to develop some early literacy and numeracy skills before compulsory schooling commences.

Year 1

	Public	School	Median Same	Below	At or
	Schools	Median	ICSEA Decile	Median	above
	Median	State	/Like Schools		Median
Reading	515	510	510	48%	52%
Writing	469	450	450	46%	54%
Numeracy	503	482	503	64%	36%

Results reflect we are at level for our like schools (same ICSEA) in Reading and Writing reinforcing our Talk 4 Writing, Sounds Write and Heggerty programs are targeting the needs of our students. Unfortunately, we have performed below our ICSEA schools in Numeracy. This may be a reflection of the Pre-primary teachers only being guided by the Oxford Maths Programs Scope and Sequence instead of utilising the Oxford program in its entirety.

Year 2

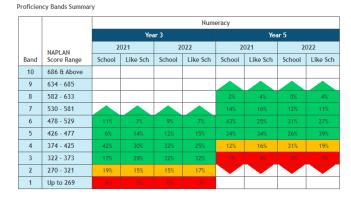
	Public Schools Median	School Median State	Median Same ICSEA Decile/Like Schools	Below Median	At or above Median
Reading	545	533	529	34%	66%
Writing	556	524	524	48%	52%
Numeracy	588	582	577	43%	57%

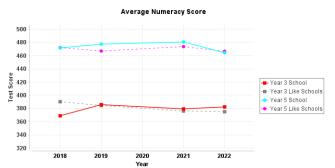
Our results demonstrate our students are performing at or above our like ICSEA schools across all areas. Further confirming all our programs across Year 1 and 2 are targeting the needs of our students and supporting their learning growth.

Mrs Laurel Steele Deputy Principal

2022 NAPLAN

Numeracy





Since 2018, our students have steadily improved in Year 3 and 5 compared to like schools. This year, our Year 3 students outperformed "like" schools. This is good progress for our students.

This year we had 0 students achieve below the minimum standard compared to the WA Public schools 5%. We had a good number of students (9%) in the top achieving bands compared to WA Schools 14%. Most of our Year 3 students are achieving at or above the national standard. 85% of our Year 3 students have achieved above the WA standard compared to the WA state, with 82% above standard. 64% of our students have shown moderate to high progress from On Entry testing to Year NAPLAN in Numeracy.

Our Year 5 student achievement has slightly decreased to just below like schools this year. Like Schools scored a mean of 467, with our school achieving a mean score of 465. However, our Year 5 students have still achieved well, with 100% of the cohort achieving at or above the national minimum standard. 0% achieved below the minimum standard compared to the WA Public schools 5%. There is no progress data for this cohort because they did not sit Year 3 NAPLAN in 2020 due to COVID.

Interventions and new directions

- iSTAR structured lessons with targeted maths warmups/daily reviews at the commencement
 of all lessons with a focus on revisiting previously taught content (30%), recently taught
 concepts (40%), and extension concepts (30%). This aims to extend the more capable
 students and remediate for the students needing to move the concepts and knowledge to
 the long-term working memory.
- Continue Oxford Maths as a whole school program (Years 1-6) to address the need to deliver
 a differentiated, structured maths program which integrates concrete manipulatives in the
 delivery of the program. The whole school approach ensures scaffolding through the years
 and common vocabulary being used across the school.

- Continue a whole school focus on the vocabulary of maths.
- Teachers in Years 2-6 utilising Brightpath in 2023 to target individual student progress.

Reading

Proficiency Bands Summary





Our Year 3 students have continued to achieve good results in reading, consistently achieving above like schools each year since 2018 including 2022. 88% of our Year 3 students are working above the national minimum standard compared to like schools with 80%. More of our students achieved in the top band (26%) than the like schools average (18%). O of our Year 3 students are working below the minimum standard.

Although this cohort of Year 5 students have showed a decline in the overall results, they have still achieved well, compared to like schools. 79% of our Year 5 students are working above the national minimum standard. More of our students achieved in the top band (9%) than the like schools average (6%).

Writing

Proficiency Bands Summary



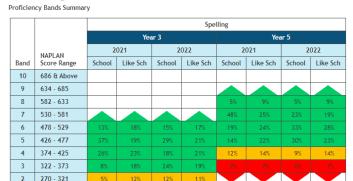


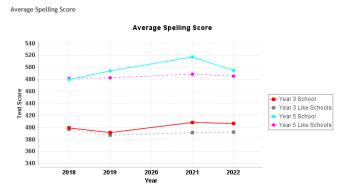
Our Year 3 cohort achieved lower than previous cohorts but they still achieved above like schools in writing. 93% of our Year 3 students are working above the national minimum standard compared to like schools with 87%.

Our Year 5 students continued to achieve excellent results in writing. 84% of our Year 5 students are working above the national minimum standard compared to like schools with 74%. More of our students achieved in the top bands (21%) than the like schools average (15%).

In 2023, we will introduce a case management approach using the Brightpath Assessment Tool with students we identified as having the capacity to improve their performance beyond the middle bands in NAPLAN. This will provide them with opportunities to demonstrate their individual ability and be challenged to improve. We will continue the whole school program, Talk for Writing, and teachers will expand on their knowledge of using the program effectively alongside iSTAR (explicit teaching model) lessons.

Spelling & Grammar and Punctuation

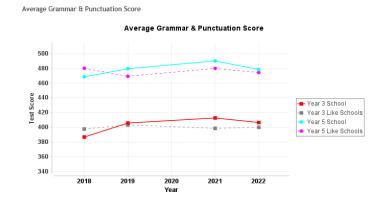




Proficiency Bands Summary

Up to 269

		Grammar & Punctuation							
			Yea	ar 3			Yea	ır 5	
	NAPLAN	2	021	2	022	2	021	2	022
Band	Score Range	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					12%	8%	0%	7%
7	530 - 581					24%	16%	19%	14%
6	478 - 529	24%	18%	24%	19%	14%	29%	35%	25%
5	426 - 477	21%	21%	15%	18%	33%	24%	28%	30%
4	374 - 425	21%	23%	24%	24%	10%	13%	14%	16%
3	322 - 373	16%	17%	24%	19%				
2	270 - 321	16%	11%	15%	12%				
1	Up to 269	3%	9%	0%	9%				



Both our Year 3 and 5 students continue to achieve above like schools in NAPLAN Spelling, and, Grammar and Punctuation. As a school we will continue to use the explicit teaching model, iSTAR, to teach spelling, grammar and punctuation. Additionally, teachers will continue to explicitly teach grammar and punctuation in Talk for Writing warmups. We will maintain current programs in place: Sounds Write (K-2) and Soundwaves (3-6).

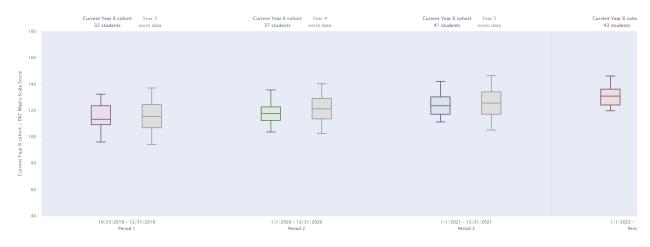
Mrs Kate Melvin Deputy Principal

2022 PAT data

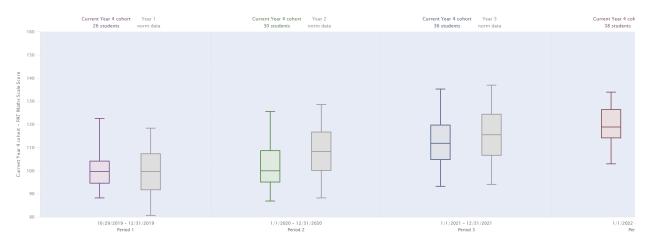
Progressive Achievement Testing (PAT) occurs in Term 4 from Years 1-6 in Reading, Maths and Science. Teachers use the assessment data to identify starting points for learning, target teaching and to monitor individual student growth. Across the school, each cohort has made sound progress from year to year. Most of our cohorts have achieved a similar median score as the Australian schools' median, sometimes above. The data also conveys that we have a smaller percentage of students in the lower achieving bands compared to the Australian norms for that year level. However, next year we will be aiming for more students in each cohort to achieve scores in the higher bands to match or exceed Australian norms for their year level.

Maths

Year 6 cohort's progress 2019 – 2021 against Australian norms

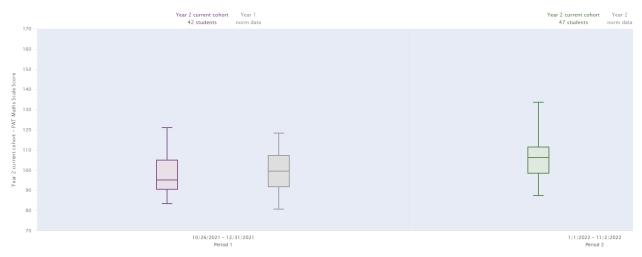


Year 4 cohort's progress 2019-2022 against Australian norms



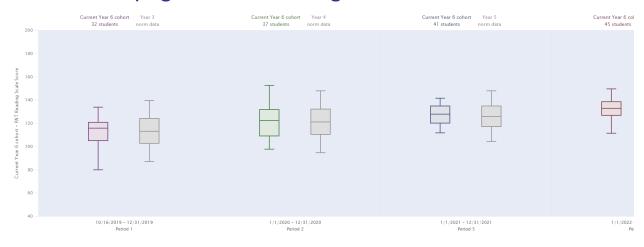
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Year 2 cohort's progress 2021-2022 against Australian norms

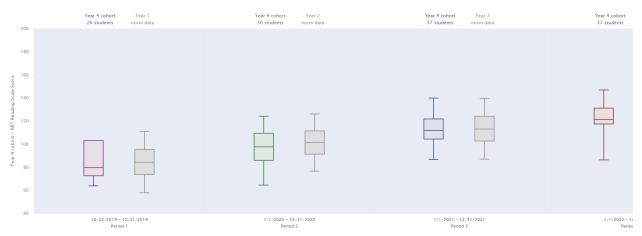


Reading

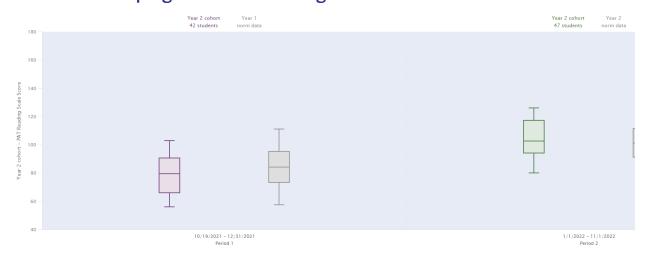
Year 6 cohort's progress 2019 – 2021 against Australian norms



Year 4 cohort's progress 2019-2022 against Australian norms



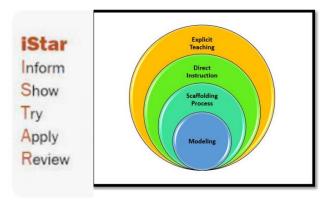
2022 Yanchep Lagoon PS Annual Report Year 2 cohort's progress 2021-2022 against Australian norms



Mrs Kate Melvin Deputy Principal

Mathematics Review

Numeracy continues to be a focus at Yanchep Lagoon Primary School. Teachers use the iSTAR model to design explicit and engaging lessons. Teachers are guided by the WA Curriculum and use a variety of daily warm ups, reviews, hands-on manipulatives and problem solving activities to engage our students.



Our Numeracy NAPLAN results continue to be consistently sound but there are some areas that we can focus on in order to further improve.

Numeracy	Year 3		Year 5	
	Yanchep Lagoon PS	Like schools	Yanchep Lagoon PS	Like schools
Top 20%	12%	10%	7%	10%
Middle 60%	71%	66%	65%	65%
Bottom 20%	18%	24%	36%	25%

In Term 3, Professor Maths visited our school. Students from Kindy to Year 6 had so much fun exploring the maths activities in the undercover area. We used our critical thinking skills to solve puzzles, games and many more math related problems. Plus, we got to wear glasses and crazy wigs! What a mathematical treat!



Also in Term 3, we celebrated 100 Days of School by dressing up with something to do with the number 100. Teachers in the Numeracy Committee organised a range of maths related activities during break times such as "The Greatest 100 Scavenger Hunt", making "100 days" crowns, shooting 100 hoops and much, much more!

Kate Melvin
Deputy Principal

English Review

At Yanchep Lagoon Primary School, the teaching of English both as a Learning Area and as a General Capability across all learning areas has continued to be a priority. There has been a focus on improved teaching and learning through a coordinated, Whole- School approach.

We have encouraged a love of reading and writing through the promotion of events including National Simultaneous Storytime, Better Beginnings, Noongar Radio writing competition and Poetry competition, Story Dogs and morning Reading School. Literacy teaching and learning has been greatly supported through resources addressing reading comprehension, Talk for Writing, Sounds Write synthetic phonics and poetry. This year there has been an emphasis on using data to improve teaching and learning.

Eighteen students from Years One and Two attended before school Reading School four days a week during the second semester. Feedback from teachers and parents has been positive with significant gains made by all students following regular attendance.

Reading	Year 3		Year 5	
	Yanchep Lagoon PS	Like schools	Yanchep Lagoon PS	Like schools
TOP 20%	12%	11%	12%	10%
Middle 60%	71%	64%	51%	65%
Bottom 20%	18%	24%	37%	25%

Talk for Writing has been supported by a small committee, leading to a whole school Scope and Sequence, model texts and teacher packs. Additional resources have been purchased and the Literacy Spine is complete. Teachers have had Professional Learning in the use of Brightpath and have been supported to assess student narrative writing against the rulers to assist with moderation as well as to inform teaching, and in turn target improvement. NAPLAN data has shown our students continue to do as well as or better than 'like schools' in all areas with particularly promising results achieved in Year 3.

Writing	Year 3		Year 5	
	Yanchep Lagoon PS	Like schools	Yanchep Lagoon PS	Like schools
TOP 20%	17%	17%	21%	16%
Middle 60%	69%	62%	65%	65%
Bottom 20%	14%	21%	14%	19%

The school continues to perform as per our like schools with similar results in Spelling and Punctuation and Grammar. Again the majority of our students are in the Middle 60% for both Year 3 and 5.

Spelling	Year 3		Year 5	
	Yanchep Lagoon PS	Like schools	Yanchep Lagoon PS	Like schools
TOP 20%	15%	13%	7%	13%
Middle 60%	65%	61%	81%	62%
Bottom 20%	21%	26%	12%	26%

Grammar and Punctuation	Year 3		Year 5	
	Yanchep Lagoon PS	Like schools	Yanchep Lagoon PS	Like schools
TOP 20%	9	12%	7%	12%
Middle 60%	71%	63%	74%	61%
Bottom 20%	21%	25%	19%	27%

National Quality Standard 2022 Review

Annually, in Term 3, our Early Years Teachers and Specialists engage in a review of our day-to-day practices within the school to ensure we are meeting the desired standards aligned to 7 Quality Areas outlined for the Early Years K-2. The intention of this is to identify aspects for ongoing improvement and/or maintenance.

Yanchep Lagoon's teaching staff take this process very seriously and are very thorough in reviewing how we are operating as a school across the 7 standards. Last year we established action plans to work towards this year, successfully achieving many.

Quality Area 1 - Educational program and practice

All staff engaged in utilising the relevant On-Entry Data gathered from PP- Yr 2 in both Literacy and Numeracy to support targeted planning at the class and cohort level.

Quality Area 2 – Children's health and safety

There will need to be a concentrated effort to ensure all staff were upskilled in First Aid which was organised for the start of this year. We also engaged in two emergency fire drills to ensure students were familiar with the evacuation process, with the intention of this continuing in the future. Staff were also required to complete the mandatory Child Protection Course when flagged as needing to update – which we currently have 100% compliance with.





Quality Area 3 - Physical environment

Concern was expressed about the sand blowing onto the soft fall area in the K/PP area and various strategies were considered – the most successful being our new gardener who has been able to use a leaf blower regularly to maintain this lovely play area.

Staff were also keen to make use of the physical environment more than just incidental opportunities which has resulted in the whole school keenly engaging in an annual Outdoor Classroom Day in November.







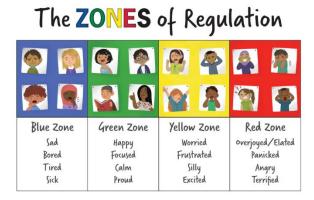
Quality Area 4 – Staffing arrangements

Staffing is ongoing in nature but a more concerted effort to consider the needs of the students at certain times has been given greater consideration when assigning our Education Assistants including our Special Needs Assistants to students/classes.

We have also ensured our professional collaborations draw on the strengths of others to upskill all relevant staff with a big focus this year on using Brightpath as part of our moderation processes.

Quality Area 5- Relationships with children

Our relationships with our students are extremely important to us all. At times, though student emotions can be a challenge to their ability to engage in their learning, one of our key strategies this year has been to upskill all staff on applying Zones of Regulation which has become part of our whole school approach to supporting all our students to regulate their emotions and apply strategies to assist them to return to the green zone.





Quality Area 6 - Collaborative partnerships with families and communities

We continue to provide opportunities for students commencing Kindergarten the following year to take part in our Tiny Tots group. We are also very fortunate to be able to continually provide to all our students a weekly Breakfast Club and engage the services of ED Connect Volunteers and Story Dogs for some of our students as part of our maintenance programs.





In our quest to continually improve though, we regularly update our website whereby you will see many of our policies and in recent times community links have been added.

Quality Area 7 – Governance and leadership

As a school we make a concerted effort to ensure we continue to develop the professional needs of all our staff by ensuring they have opportunities to engage in relevant professional learning which encompasses many facets including face-to-face and online learning opportunities. This year, our First Aid course, Brightpath and Zones of Regulation have been a key focus, but we have also ensured staff have kept up to date with online professional learning modules which creates that professional learning community.

Recommendations for 2023

Continue to strive to ensure all 7 areas are maintained and where needed foster further improvement particularly ensuring:

- A greater emphasis on Individual Education Plans and Behaviour Plans being reviewed more regularly and updated in consultation with all stakeholders including parents when needed.
- Provision for greater access to equipment for Year 1 and 2 students to play with during break time in support of fostering them leading a healthy lifestyle.
- We enhance our schooling efforts to be environmentally responsible through the use of Worm Farms.
- We adhere to and are guided by the recommended norms and protocols in support of positive interactions.
- We continue to raise awareness of consequences for poor behaviour in support of acknowledging successful self-regulation practices by our students.
- We continue to foster parent and community engagement through regular opportunities to assist in classrooms and invites to special morning teas.
- Utilise a range of data assessment tools to enable us to showcase continuous improvement.

Mrs Laurel Steele Deputy Principal

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STEM engages students as active participants in their own learning. Students attend STEM class for one hour per fortnight. During the lesson, we highlight the value of STEM and provide students with the problem solving and critical reasoning skills required to be prepared for new and emerging industries so that students can capitalise on the jobs of the future. Students engage through hands on exploration and investigation, building STEM skills that create a solid foundation for future learning.

In Years PP-1 with Ms James, students have made marble mazes, walking dogs and even designed gaming characters, just to name a few! In Years 2-6 with Mrs Melvin, students have used their critical thinking skills to build pop stick bridges, straw towers and even pasta cars!

In Term 2 our whole school celebrated STEM week! The week was filled with daily STEM challenges and SciTech came to visit us where we entered the space dome and took part in a hands-on workshop. We learnt about day and night, the star constellations, our solar system, and we built space rovers and houses to protect our astronaut from the weather.







Mrs Kate Melvin Deputy Principal

Positive Behaviour Support

2022 is our 5th year of running the School Wide Positive Behaviour Support Program. We have continued to encourage our 4 core values of being a Learner, being Responsible, Respectful and Safe.

This year we have updated our behaviour matrix to suit our new school grounds. We found the need to create a specific Outdoor Playground Matrix for the Early Childhood Area, and this is displayed for our staff and community in the ECE area.

At the end of 2022 staff were presented with a new explicit behaviour management teaching tool to be used in class.

We acknowledge our student's efforts by awarding positive behaviour points through the Class Dojo website. These points result in certificates and badges being presented at whole school assemblies. In 2022 we created a 4th tier of achievement – the Diamond Award.

The following table highlights the number of students achieving these positive milestones. (17 November 2022 – one more assembly to go (19))

Certificate Level	Total earned
Bronze Level 1 (100 PBS points)	73
Bronze Level 2 (200 PBS points)	82
Bronze Level 3 (300 PBS points)	53
Silver Level 1 (400 PBS points)	40
Silver Level 2 (500 PBS points)	45
Silver Level 3 (600 PBS points)	31
Gold Level 1 (700 PBS points)	20
Gold Level 2 (800 PBS points)	10
Gold Level 3 (900 PBS points)	6
Diamond Level 1 (1000 PBS points)	2

Bronze, Silver and Gold badges plus 2022 Kindergarten badge



Our 2022 Whole School Behavioural data (Integris) has shown that we have acknowledged 791 positive moments for our children, including Merit Certificates and the above Positive Behaviour Awards. In comparison, we have recorded 289 negative breaches across the school. This information highlights the success, for the majority of our students, of our positive behaviour program.

Miss Narelle Craigie
Positive Behaviour Support Team Leader

Students at Educational Risk

Yanchep Lagoon Primary School funds a Learning Support Coordinator (LSC) for 1 day a week to co-ordinate how the school supports students with learning, behavioural and mental health issues. Part of this role includes scheduling and participating in case conferences with parents to discuss concerns and outline a plan whereby the school works with the parents to better support the individual student at school. Below is a summary of the number of case conferences held this year.

ase Conferences 2022					
Focus	Number				
Behaviour	12				
Cognitive - Learning	14				
Mental Health	6				

Other roles performed by the LSC include

- Follow up phone calls to parents, checking in with how the plan is working.
- Phone calls to agencies; eg Child Development Centre, therapists, paediatricians.
- Working with teachers to develop Individual Education plans and Individual Behaviour plans.
- Going into classrooms to provide additional support to students.
- Liaising with the school psychologist to develop plans and supports for students and their families.
- Working with the chaplain to ensure students who are struggling get additional support when it is needed.
- Writing letters to various medical agencies to support parent discussion with the medical professionals.
- Applying for additional resourcing for students with a diagnosed condition that attracts funding from the Education of Department.
- Organising Student Service meetings between the relevant deputy, school psychologist and chaplain to ensure all stake holders are aware of the plans to assist students who require additional support.

Mrs Liz Gibbes
Learning Support Coordinator

Physical Education

The Physical Education program at Yanchep Lagoon PS comprises of movement and physical activity with a particular focus on developing the physical literacy of all students. We want all students to develop the skills, knowledge and behaviours to give them the confidence and motivation to lead active lives. The philosophy underpinning the delivery of

Physical Education the curriculum is the teaching of knowledge skills. understandings via broader concepts such as communication. resilience and persistence. As an example, making a real-world link to running the cross country can be difficult for some students. They don't see how it will be useful to them later in life if they have no interest in running long distances. By linking it to the broader concept persistence, they can begin to make connections to their life outside of school.



Junior Physical Education (Pre-primary, Year 1 & Year 2)

Finding the fun in being physically active is a key part of developing motivated learners in Physical Education. The use of music and storytelling has become an important component of PE lessons and allows students to practise their fundamental movement skills in different contexts.

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Fundamental movement skills (such as balance, jumping, running) are the basis for the movements we do everyday and are the building blocks for more complex skills we will learn throughout life. Yanchep Lagoon PS has been utilising the KIDDO Fundamental Skills program in the Pre-primary to Year 2 classes. This program was developed by a team from the University of Western Australia.

It incorporates a variety of activities and resources to support the development

of fundamental movement skills and uses a common set of verbal cues to support the performance of these skills. We have also started using the KIDDO Challenge, a Fundamental Movement Skills Assessment tool, as a way of gaining a snapshot of their skill development. The assessment compares the data for students in the same age group who have completed the assessment Australia-wide.



Focus for 2023

- Continue incorporating static balance into warm-ups and games.
- Apply for Sporing Schools funding with a gymnastics focus.
- Include more ball-handling activities incorporating equipment of varying sizes. Ensure
 exposure to fun ball-handling games in PE and have the equipment available at play
 times
- Train and utilise the PE Leaders to conduct assessments.
- Add the other assessment elements of kick and 50m run.
- Complete assessments in Term One and provide information to parents to support the development of the skills at home.
- Continue using KIDDO for lesson activities for all FMS, not just those being assessed by the program.

Middle (Year 3 & 4) and Senior Physical Education (Year 5 & 6)

Lessons are still focused on further developing and consolidating fundamental movement skills by applying learnt skills in a variety of modified sports and games. Strategic thinking, gameplay, teamwork, being inclusive and leadership skills become an important focus of lessons.



The Year 3 -6 students participated in sports such as golf, Ultimate Frisbee, Speedminton and European Handball as well as more traditional sports such as AFL, soccer, netball. tee-ball and volleyball. The Physical Education program Yanchep Lagoon PS aims to expose students to a wide range of sports. One of the main reasons for this is to provide opportunities for the students to learn something new together, regardless of their skill

level. Golf really engaged the students who preferred the slower pace it offered. The more competitive students were still challenged by trying to hit further or more accurately. The golf unit emphasised the responsibility each person has to ensure the safety of everyone. With strict safety procedures in place, it was pleasing to see all of the students taking it seriously resulting in a fun time with no injuries. Ultimate Frisbee was chosen because it is a self-umpired game (even at the highest levels) and requires a high level of sportsmanship to be played successfully and safely. It was very encouraging to see how the students adapted to running their own games without teacher involvement. Speedminton also created the opportunity for self-umpiring and an opportunity to further develop conflict resolution skills.

During the Athletics unit, the Faction Captains took on the task of coordinating and running the PE lessons for all of the year 5 and 6 students. They moved their factions around to the different activities, explained them and provided demonstrations. They showed excellent organisation and ensured no one missed out on a turn.

Focus for 2023

- Incorporate a more specific framework for dealing with conflict resolution to support those students who struggle with where to start when they have a problem.
- Continue to provide opportunities for students to set-up and run their own games to emphasise the roles needed and the process for negotiation and collaboration.
- Provide more opportunities for student reflection on what they feel they need to progress. For example, if they find throwing and catching with a small ball difficult, they may decide they want to use a larger ball to practise the skill.

2022 Highlights

- After School Sport Lacrosse
- Running Club A 'no pressure' environment for students in Year 3 to Year 6 to access
 physical activity opportunities before school. 'Just keep moving' is our motto, whether
 it is walking or running. Participants attend Breakfast Club afterwards.
- Senior Sport Program An hour of sport time to prepare for carnivals or events. Often a choice of activity is offered.
- In Term Swimming Lessons at Yanchep Lagoon The swimming supervisor was very impressed with the organisation of our students and how smoothly the lessons ran.
- Faction Cross Country Carnival (Pre-primary Year 6) Tuart were the victors for 2022. It was extremely pleasing to see the support the students had for each other and the number of parents who came to cheer them on.
- Bush to Beach Interschool Cross Country Carnival (Year 2 Year 6) There was a lot
 of persistence displayed from all of our competitors. It is a difficult event and their
 determination to do their best was inspiring.
- Winter Sports Carnival (Year 5 & Year 6)
- Faction Athletics Carnival (Pre-primary Year 6) A wonderful day with perfect weather and lots of enthusiastic competitors and spectators. Wattle took out the trophy for 2022.
- Bush to Beach Interschool Athletics Carnival (Year 2 Year 6) 2022 saw Yanchep Lagoon PS achieve their best result to date. Our wonderful team came second overall and were the winners of the Handicap Shield. We also had 7 individual champions and runner up champions.



Our Faction Captains and Peer Leaders were responsible and respectful helpers on the day and a staff member from another school said that they were wonderful representatives of Yanchep Lagoon PS.

- Rugby League Tournament (Year 5 & Year
- Bush to Beach Tee Ball Tournament (Senior students)

Mrs. Kellie Holland PE Teacher

The Green Team

The Green Team is a group of students from Year 4 to 6, who meet once a fortnight after school. They run sustainability projects and report to the school at each assembly. Containers for Change and paper recycling are the ongoing duties they perform however, this year they have planted trees in our school bushland, created Class Dojo rewards for staff to give out for respecting the environment and painted rocks to encourage and promote mental health for the whole school. I have been privileged to work with this enthusiastic and motivated group who have suggested worm farming and composting for next years' projects.



Mrs. Gifford Sustainability Coordinator

Music

Music is becoming an integral part of our school culture. In Year 4 the students are tested to assess if they qualify for the IMSS program (Instrumental Music School Services). This year we offered Brass and Guitar and have filled the classes. The students can continue into high school and if they finish the course, can achieve a Cert 4 in their instrument.



Choir has continued with students from Year 4 to 6 attending. It is a voluntary group and we meet once a fortnight or more often if there is a performance which requires extra rehearsals. Unfortunately, the One Big Voice concert was cancelled this year but it will be back in 2023 and we are all very excited. Students have the opportunity to audition for a vocal part or a compere part and in the past we have had several students who were chosen.



The senior students this year have used Scratch coding and Garage band as part of their music program. It has produced some creative compositions and potential future composers.

Mrs. Sandra Gifford Music Teacher

Indonesian

Students from Year 1 – 6 have an hour long Indonesian lesson each week. Lessons are based on the WA curriculum and the online KETAWA programme. The focus is vocabulary and culture with students learning about food, schools, celebrations, dancing and clothing.

All classes celebrate Indonesian Independence Day on August 17 and participate in games and activities similar to those done in Indonesia. These activities included three legged races, egg and spoon races and throwing a ball into a cup. Our students had a fun time. Some students made Indonesian flags and learnt about how the children celebrate. Others learnt historical facts and about volcanoes.

Students have heard Indonesian stories and tales and discussed the moral or message in the stories. The Talkative Turtle is a popular story which has a strong moral purpose.

Friday classes joined other students in participating in Outdoor Classroom day and shared their knowledge of farm animals by drawing beautiful chalk drawings on the basketball court.







Students are busily practicing singing Jingle Bells in Indonesian ready to share with everyone at the end of the year.



Marian Strachan
Teacher of Indonesian Language

Tiny Tots 2022

This year Our Tiny Tots program was hosted by Ms Susan Robertson. Our Pre-kindergarten children attended with a parent/carer during Semester 2 every Tuesday morning supporting the children to become familiar with our schooling environment ready for next year. All children, with the support of their parent had an opportunity to participate in a range of different activities aiding them in their social, emotional, physical and intellectual development within a safe and nurturing classroom environment fostered through inside and outside play



opportunities. It provided an excellent opportunity for the children to get to know one another and for parents to enjoy observing their child engaging in learning activities and interacting with others in preparation for Kindergarten next year.













Finance 2022

In 2022, the total funds available was \$4 084 028. This was allocated between salaries (\$ 3 625 061) and the cash budget (\$458 967).

Curriculum and student services expenditure amounted to about \$86 193. Some of the main areas of expenditure included \$3 644 on additional reading resources in English. A class set of 'Junior Atlas of Indigenous Australia' were purchased for HASS (\$1081). STEM resources were upgraded which included \$162 for programmable robots and MUSIC purchased some additional iPads and an interactive TV. (\$6014). The school's administration network was also upgraded with additional computers and a new file server. (\$13 210).

The school received \$6300 through the Sporting Schools Grant and the P&C donated \$6000 for the Mega Reward Day and contributed towards excursion costs for buses.

There were 32 teacher relief days allocated to professional learning which amounted to \$18560.

The school spent \$8211 on professional learning workshops throughout the year. This included sessions on;

- Talk for Reading
- Talk for Writing
- Key Language Leadership Course
- Unlocking Autism in the mainstream
- Youth Mental Health First Aid
- Kindergarten Assessment Tool
- Make it count.
- 2022 Annual Maths Conference

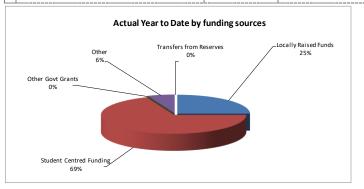
The school's Finance Committee continues to adjust and monitor the budget to ensure that funding is allocated to supporting our priorities.

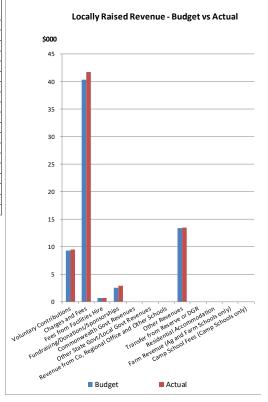
Thank you Chris Ross Manager Corporate Services.

Yanchep Lagoon Primary School

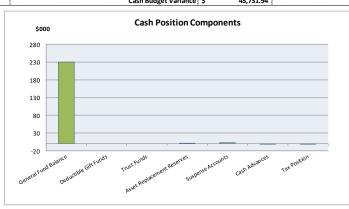
Financial Summary as at 30/11/2022

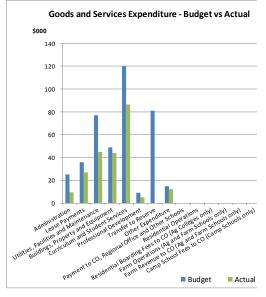
	Revenue - Cash & Salary Allocation	Budget		Actual
1	Voluntary Contributions	\$ 9,283.00	\$	9,466.00
2	Charges and Fees	\$ 40,325.68	\$	41,735.68
3	Fees from Facilities Hire	\$ 680.00	\$	680.00
4	Fundraising/Donations/Sponsorships	\$ 2,548.75	\$	2,872.05
5	Commonwealth Govt Revenues	\$ -	\$	-
6	Other State Govt/Local Govt Revenues	\$ -	\$	-
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$	-
8	Other Revenues	\$ 13,328.98	\$	13,446.48
9	Transfer from Reserve or DGR	\$ -	\$	-
10	Residential Accommodation	\$ -	\$	-
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$	-
12	Camp School Fees (Camp Schools only)	\$ -	\$	-
	Total Locally Raised Funds	\$ 66,166.41	\$	68,200.21
	Opening Balance	\$ 239,649.69	\$	239,649.69
	Student Centred Funding	\$ 151,117.91	\$	151,117.91
	Total Cash Funds Available	\$ 456,934.01	\$	458,967.81
	Total Salary Allocation	\$ 3,625,061.00	\$	3,625,061.00
П	Total Funds Available	\$ 4,081,995.01	\$	4,084,028.81
П			П	





	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 24,999.64	\$ 9,496.01
2	Lease Payments	\$ 35,971.10	\$ 27,022.64
3	Utilities, Facilities and Maintenance	\$ 76,815.66	\$ 44,742.11
4	Buildings, Property and Equipment	\$ 48,591.70	\$ 43,828.85
5	Curriculum and Student Services	\$ 119,956.71	\$ 86,193.18
6	Professional Development	\$ 9,217.22	\$ 5,097.46
7	Transfer to Reserve	\$ 81,000.00	\$ -
8	Other Expenditure	\$ 14,650.04	\$ 12,182.18
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 411,202.07	\$ 228,562.43
	Total Forecast Salary Expenditure	\$ 3,391,537.00	\$ 3,121,036.00
	Total Expenditure	\$ 3,802,739.07	\$ 3,349,598.43
	Cash Budget Variance	\$ 45,731.94	





	Cash Position Components		
	Bank Balance	\$	233,339.20
	Made up of:		
1	General Fund Balance	\$	230,405.38
2	Deductible Gift Funds	\$	-
3	Trust Funds	\$	-
4	Asset Replacement Reserves	\$	818.80
5	Suspense Accounts	\$	3,263.45
6	Cash Advances	\$	(50.00
7	Tax Position	\$	(1,098.43
	Total Bank Balance	\$	233,339.20

RECOMMENDATION 2023

Continual improvements on student standards in literacy and numeracy will remain our focus for 2023

This will be achieved by;

- ensuring our Strategic Plan 2020-2023 aligns to the Department of Education priorities and directions as outlined in the 'Building on strength: Future directions for WA public school system and Focus 2023.
- reviewing our instructional model and supporting staff to fully embed our pedagogical framework in key learning areas.
- examining our approach to teaching Mathematics across the school and adapting whole school programs with a focus on differentiation to effectively target the needs of our students.
- reflecting on our strategies and embedding practices which are evidenced based and support the differentiation of the curriculum and, in particular, extending the more capable students.
- enhancing our data literacy so that teachers can continue to identify targeted support of our students.
- reviewing our attendance policy and developing strategies to improve our focus in this area.
- exploring the Quality Teacher Strategy and accessing the Bush to Beach Network for support to implement the 'Leading Cultures of Teaching Excellence' initiative.
- continuing to implement an early years approach that includes planned and structured teaching of phonics.
- continuing to implement the Early Years Learning Framework and National Quality Standard.
- consolidating our pedagogies which respond to the needs and aspiration of Aboriginal students.
- determining the essence and strengths of Yanchep Lagoon Primary School and determining our overarching focus across the school by accessing expertise and resources from external agencies, organisations and wider community.