



Seek to Learn
Newborough
Primary School

Annual Report

2021



Think | Create | Collaborate

Newborough Primary School

Annual Report 2021

Principal's Introduction

The Annual Report provides the Newborough Primary School (PS) Community with an overview of the programs, activities and achievements for the 2021 school year, along with planned directions for 2022.

The year 2021 was again impacted by COVID-19. The school year began a week later than scheduled for students. The State Government delayed the commencement of the school year with the advent of a new strain impacting Australia. Within weeks the world's COVID again impacted on many of the school's activities and events. A broad range of activities were either cancelled or modified as a result of the Health Department's advice and Department of Education's response. This included cancellation of the ANZAC Service, incursions and excursions, choir performances, sporting events and many more. Where possible when restrictions were reduced the school ran modified events such as the Year six camp, athletics carnival and assemblies. As much as practicable we endeavoured to run the school as normal. Parents and volunteers were excluded from site for a considerable period and later access was modified to accommodate social distancing requirements. This 2021 Annual Report includes NAPLAN data allowing us to make progress judgements from year 3 to year 5. This is the first time we have been able to do this for two years with no testing in 2020.

The school environment has many elements that come together to determine the overall success of the school in meeting the academic, social and physical needs of each child. These elements must work together in order to achieve the best outcomes. Through this report, I trust you will be able to gain a clear sense of the culture the staff and I, in partnership with parents, are working hard to consolidate and grow Newborough.

The report briefly outlines the programs delivered across each of the learning areas and their degree of success in meeting the needs of the children from Kindergarten through to Year 6.

We believe in order to have effective teaching and learning programs that the children's social/emotional health is critical. The embedding of the Positive Behaviour Support (The Newborough Way) and the second year of the three-year Mental Health strategy are testament to this belief reflected in Our Vision, Our Purpose and Values (Business Plans 2018-2020 and 2021 -2024). I trust that the report reflects this belief and portrays our efforts to provide a stimulating, positive, learning environment for every child.

In order to gain maximum benefit from the annual report, it should be considered along with other school information such as newsletters, the school's website, My School and Department of Education websites, special initiatives and your child's individual documents such as reports and portfolios. Whilst this report is an essential part of the communication between the school and the community, I encourage you to come along and be actively involved in school activities. In this way parents and community can gain the best understanding of the school and at the same time contribute to its growth and development.

The Business Plan 2021-2024 includes an ambitious range of improvements presented across three priority areas:

1. Empower Successful Students
2. Enhance Collaborative Staff, and
3. Enrich Strong Community

The school's Business Plans are available on the school's website at <http://www.newboroughps.wa.edu.au/>

The year concluded with a very positive School Review undertaken by staff, community and a School Review Director and collegiate Principal. The school's next review is scheduled for 2024 coinciding with the review and construction phase for our next Business Plan.

John Worthy
PRINCIPAL

SCHOOL FEATURES & OVERVIEW

Location

Newborough School is positioned on the boundary of Doubleview and Karrinyup. The area has steadily changed over the last decade. Many older homes on large blocks have been demolished to make way for more modern dwellings including units and townhouses. The area is close to amenities including shops, freeway and public transport as well as being relatively close to the ocean.

The School

The buildings are set in spacious, attractive grounds with adjoining public recreation areas. Student numbers are just below 400 students (K-6). The student enrolment at census for 2021 was 382. The school has a modern, purpose-built Early Childhood Centre that houses three Kindergarten classes and two Pre Primary classes. We also have a modern Library / resource building and an enclosed undercover area for general student use and special functions. All classes have interactive whiteboards and a set of laptops and I-pads. The Bring Your Own Device (BYOD) program for year 4-6 was very successful with several modifications made after from feedback from parents, students and teachers. In 2017 this program was extended to year 3 to assist with years 3 and 5 students completing NAPLAN online. The school has loan devices for all classes to use and to supplement children in years 3-6 who do not have their own device. All classes and work areas are air conditioned and have gas or electric heaters.

The Grounds

The large grassed areas, trees, seating and modern play equipment, ensure a very pleasant environment that is enjoyed by the school and wider community. Each year, further improvements are made to the school grounds to enhance the environment for children, staff and parents. The feature walls, signage, artwork and garden now provide an attractive and professional statement that has added greatly to a positive first impression. The P&C has continued to carry out improvement projects which not only enhance the attractiveness of the grounds but also to cater for play and education of the children. In 2021 P&C committed to funding a refurbishment to the Nature playground near the mini amphitheatre/kitchen gardens. This amount was doubled with funding from the State Government's election commitment for Scarborough. The school and P&C are working with Programmed to manage this refurbishment. In 2019 the school earned a \$15 000 Suez Community grant, kindly supplemented by the P&C to construct the Sustainability Outdoor Classroom and Shed. In 2020 the school opened a new Shade Shelter next to the Library and a new three new flagpoles on a platform.



STUDENT PROFILE

Enrolment

At the end of the 2021 school year there were 38 Kindergarten, 54 Pre Primary and 290 Primary aged children attending the school - a total of 382.

The school is fortunate to have children from varying cultural backgrounds. Among the countries and cultures represented are Aboriginal, Japan, South Africa, Italy, United Kingdom, Poland, France, Germany, New Zealand, Yugoslavia, Russia, Arabia, India, Portugal, Serbia, Romania, China, Vietnam, Indonesia, Canada and the USA.

Student attendance rates fluctuated during various phases of the COVID response period. Children's attendance is monitored closely both on a daily, weekly and term basis. The school uses the Short Message Service (SMS) program whereby text messages are sent to parents at 9.45am if the school has not been advised that a child will be absent. This ensures student welfare is monitored and attendance tracked.

The school invests heavily in the enrolment and induction process for new parents and students. We hold Kindergarten and Pre Primary orientation and open days to assist new parents to become familiar and involved in the school.

Wellbeing

The school is committed to ensuring that student wellbeing underpins all we do in the school. Optimum learning will only occur when children feel safe and enjoy being at school. Central to this belief is a comprehensive Behaviour Development and Management Policy that provides children with clear boundaries and many

positive incentives to act responsibly and consider the needs of others. Supporting this policy is the Positive Behaviour Support program detailed in the section titled 'Managing and Developing Student Behaviour.'

Each class has also been aligned with a "buddy class" throughout the year. Senior classes are aligned with junior year levels and they share special events and activities, developing a special bond.



The school conducted a three-day camp for the Year 6 classes during term one. The venue was the Point Peron Camp School as this has all the required resources and is within a comfortable distance from the school. The camp aims to promote team building and interpersonal skills among the students in preparation for their transition to high school.

Transition

Transition programs operate at the key levels of Kindergarten, Pre-Primary and Year 6. The early childhood transition operates informally throughout the year, leading up to more formal activities in fourth term. The physical layout of the school is such that children move very smoothly in terms of the physical aspect and the learning environment.

During 2021 our Year 6 students were able to access transition time with their intended high school. Each of the local secondary schools has transition meetings for students and for parents at various points during the year. The Year 6 teachers provided each of the Year 7 Co-

Destination Schools	Male	Female	Total
4012 Churchlands Senior High School	18	13	31
4057 Carine Senior High School	7	4	11
1309 St Stephen's School	2	1	3
4213 Bob Hawke College	1	1	2
4050 Balga Senior High School	1		1
4168 Shenton College		1	1

ordinators and School Psychologists with specific information about children moving into each of the schools, particularly those children at risk. From our graduating year sixes 94% (96% in 2020) of students went to public schools: This continues a trend that NPS students are going to Public high schools. 63% to Churchlands SHS (64% in 2020) and 22% to Carine SHS (23% in 2020) with the remainder to other Government high schools 8% and private schools 6%. From 2020 parents in our school's boundary have the option of either Churchlands or Carine as their local Public High School.

Student Leadership and Faction Leadership

Student leaders were elected at the end of 2020 for 2021. The leadership team comprised a Head Boy and Girl and Deputy Head Boy and Girl. The leadership team met regularly to organise events and discuss school issues. In 2021 student leaders were once again hosted for a luncheon and a tour of Parliament House by our local Member for Scarborough, Mr Stuart Aubrey MLA. Mrs Harvey, former Member for Scarborough is also our School Patron.

Faction Leadership includes a Captain girl and boy from year six and Vice-Captain girl and boy from year five. Faction leaders assist with organising sports events, running the faction points competition, reporting at the assemblies and putting out and bringing in sports equipment before school and during breaks. Student leadership roles including Science, Music, Positive Behaviour and Sustainability leaders were selected to diversify leadership and provide greater opportunity for senior students. For 2022 four student leaders will be elected without gender preference.



The Ocean Net Student Leadership Conference was held at Challenge Stadium. The Conference is open to all year 6 students in the Ocean-Net Network, including Newborough, Doubleview, Deanmore, Scarborough, Yuluma and visiting Lake Monger Primary School. It included various leadership activities and local guest speakers. The conference aims to strengthen student leadership in all our schools and assist students with transition to high school. The event was such a success that schools have decided to continue with the conference in future years.



STUDENTS AT EDUCATIONAL RISK (SAER)

Newborough Primary School uses a tiered approach to assessment called Response to Intervention (RTI). RTI is an approach that helps identify learner needs and provides appropriate support. The RTI framework provides interventions to students at increasing levels of intensity by continuously assessing the level of support that a student needs in order to learn successfully. A range of evidence-based procedures will be used for the early identification of students who may be at educational risk in these tiers.

The school employs a permanent school psychologist 1 day a week. The School Psychologist forms part of the student services team, comprising of the Student Services Deputy Principal, School Psychologist and School Chaplain. The team meet regularly to discuss students at educational risk. Students are referred to the team by teachers in consultation with parents. The team is available to review, plan and assist in the implementation of Individual Education Plans (IEP) and if necessary can refer on to outside agencies.

Students who are not performing at the appropriate level for their year may be referred to the literacy intervention program, Minilit. This program is very targeted in improving student's basic literacy skills. Small groups participate in the program and the school has seen many students make rapid improvements after participating in the program.

Future Directions for 2022

The school is continuing to deliver the Minilit intervention program to assist students requiring intensive literacy support. The school will be focussing on ensuring quality differentiated teaching practise to ensure students at all levels will be able to access the curriculum at their level. The school has won a grant for the implementation of a Mental Health in School's program which is being coordinated by a Level 3 Teacher. This is done through the government's "BE You" Framework, which aims to implement a whole learning community approach to mental health and wellbeing. The continues to engage the services and of the School of Special Education Needs to assist Teachers to support students with disabilities.

MANAGING & DEVELOPING STUDENT BEHAVIOUR

Positive Behaviour



The school holds the belief that all children have the right to learn in a supportive, caring and encouraging environment. The school has a very clear and comprehensive policy in regard to behaviour development and management.

The school has continued its work on the Positive Behaviour Support (PBS) program.

The school has established the core values of:

- Respect
- Kindness
- Challenge yourself
- Teamwork

These values are known as **The Newborough Way**. Along with the values, a logo for the school's values has been developed which represents our links to the area the school is located, encompasses our natural landscape surrounding our school. 2018 has seen the installation of a number of visual displays that highlight the Newborough Way values. The school has established a matrix of expected behaviours for areas throughout the school and these are beginning to be taught to students.

Classrooms use the 1, 2, 3 Magic behaviour management process. This is aimed at developing a whole school approach that is consistent for students and staff. A comprehensive system of whole school and classroom incentives is the foundation for our school policy. Children also understand that inappropriate behaviour will

lead to a sanction or consequence. Wide ranging data is maintained to assist the school in determining whether current policy and strategies are effective. Classroom behaviour management strategies appear to be working effectively in most classrooms. There has been a whole school focus on Classroom Management and Instructional Strategies which has consolidated good practices across the school.

Future Directions for 2022

It will be a school wide process to explicitly teach the behaviours outlined in the Behaviour matrix. There will be one lesson a week scheduled to achieve this, as well as scheduled mini assemblies three times a term. The PBS team will continue to refine the minor and major behaviours and continue to work with teachers implementing a check in system for minor behaviours and a process to deal with major behaviours.

ATTENDANCE

The 2021 attendance rates at Newborough PS were adversely affected by the COVID-19 pandemic. This is a trend since the pandemic started in 2019 and is consistent with State and Like Schools attendance rates. During the COVID -19 period the school maintained close contact with all student’s families to ensure access to either online learning material or school produced work packages and check in on student wellbeing.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	93.5%	93.6%	92.7%	81.8%	85.4%	79.5%	92.5%	93.4%	91.6%
2020	93.8%	94.5%	93.2%	76.6%	82.7%	77.6%	92.5%	94.2%	91.9%
2021	92.0%	93.3%	92.4%	78.8%	81.4%	76.8%	91.3%	92.9%	91.0%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2019	72.8%	19.8%	6.3%	1.1%
2020	76.7%	13.5%	6.3%	3.5%
2021	70.8%	20.2%	7.0%	2.0%
Like Schools 2021	78.1%	17.0%	3.8%	1.0%
WA Public Schools 2021	71.0%	19.0%	7.0%	3.0%

Future Directions for 2022

In 2022 the school continues to use the attendance team consisting of the Student Services Deputy, Chaplain, School Psychologist and; at times, involve the front office staff. The school will continue to address unauthorised absences and take a strong stance on authorised vacations by students during the school term. It is anticipated that many families with overseas connections will look for opportunities to visit family during school terms once travel restrictions for COVID lift.

STUDENT WELLBEING

Chaplaincy

This year the School Chaplaincy entered its sixth year through YouthCARE. Newborough Primary follows a philosophy of providing pastoral care for our students as part of our aim in achieving academic excellence. Working with our Student Services Team. Chaplaincy is an important part of our strategy. YouthCARE Chaplains provide holistic pastoral care to students, school staff and members of the community, irrespective of their faith or cultural backgrounds. The pastoral care provided has a broad scope and includes one on one and programmed group sessions addressing physical and mental health issues, social and values education, behaviour management, protective behaviours, emotional support and professional referrals. Our new Chaplain, Mrs Deborah Jones, worked on Thursday and Fridays.

Future Directions for 2022

Continue the Chaplaincy with Mrs Deborah Jones.

Mental Health

In 2018 as part of a Department Mental Health Initiative Newborough Primary School embarked on a journey to improve well-being at the school. Support to do this came via Student Centred Funding Target Initiative Funds and is led by Level 3 teacher Lauren Danker.

Newborough Primary made the commitment to become a 'Be You' school and use the Beyond Blue Be You Framework to guide us to promote a culture of improved wellbeing in our learning community. The achieved outcomes in 2018 were the appointment of Ms Danker, commitment made to being a 'Be You' school, the establishment of a Well Being Action Team, familiarising staff with Be You and Be You online resources and professional learning and preparation of a three-year implementation plan.

Future Directions for 2022

Detailed data gathering via student, staff and parent’s surveys will be conducted early in 2021 to better.

STAFF PROFILE

Overview

Newborough PS has an enthusiastic, committed and experienced staff in both teaching and support roles. The job of the teaching staff is made easier due to an excellent support team. Each person takes great pride in the job that they do and their expertise, enthusiasm and commitment to the school is a great credit to everyone involved. All staff worked well together which once again enabled a great deal to be achieved educationally, as well as helping to ensure a very positive working environment. The school has a revised (2021) Workforce Plan that is designed to anticipate staffing needs and define recruitment processes so we identify and get the best possible staff to meet our needs.

Qualifications

All teaching staff meets the professional requirements to teach in WA schools and are registered with the Teacher Registration Board.

Professional Learning

All teaching staff engaged in a minimum of five days of professional learning. Key areas covered included the Australian Curriculum [English], Instructional Competencies [Explicit Teaching], Classroom Management Strategies, Behaviour Management Strategies and Policy Review, and the continued development of Whole School Literacy and Numeracy Programs. In 2021 and 2022 teacher Professional Learning focussed on the introduction of Oxford Mathematics as a whole school program.

Leadership and Professional Recognition

Leadership structures are designed to best support the initiatives of the school's Business Plan 2021-2024. Mr Stenhouse is responsible for Student Services (including SAER, Attendance, Student Leaders, Behaviour Management and Pastoral Care). Miss Tucknott continues with Curriculum leadership and Pedagogy. The Leadership/Administration team also includes the Principal and Manager Corporate Services, Mrs Sharon Singleton, all of whom work closely together sharing leadership and supporting responsibilities.

As part of Performance Management 2 teachers are undertaking Senior Teacher training and recognition, 3 teachers are enrolled in Leadership Training with the Professional Learning Institute and Churchlands Network 2 as teacher leaders, 1 as Admin leader, one deputy principal is undertaking Aspirant Leader training and the Manager Corporate Services is undertaking Grad. Cert. of Ed. Business externally through Deakin University



	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	3	3.0	0
Other Teaching Staff	20	14.2	0
Total Teaching Staff	23	17.2	0
Allied Professionals			
Clerical / Administrative	4	2.6	0
Gardening / Maintenance	2	1.2	0
Other Allied Professionals	14	7.7	0
Total Allied Professionals	20	11.5	0
Total	46	31.7	0

SCHOOL BOARD

Purpose of Board (Extracted from 'Terms of Reference')

The Board is formed with the fundamental purpose of enabling parents and members of the community to engage in activities that are in the best interests of students and will enhance the education provided by the school.

2021 was a year of learning to live with the "new normal". As a State we were fortunate to be shielded from most (but not all) of the impacts of COVID-19 and we were certainly in a luxurious position compared to many other areas of Australia and indeed the world. Life at Newborough Primary School, and the operation of the Board, was very much "back to usual" and we were able to return our focus to the continued development our students, our staff and our school.

Our Members

The end of 2020 saw 3 valued members of the school Board make their departures: parent representative Sean Johnson, community representative Gary Pittard, and staff representative Nick Stenhouse. All three brought valuable expertise during their respective terms and I would like to recognise and thank Sean, Nick and Gary for the contribution they made to our school community and to the Board.

The start of the year saw an injection of fresh talent in the form of parent representatives Becky McGuckin and staff representative Lauren Danker. In 2020 we found it difficult to find people to take on the role of community

representatives, so we were delighted to invite Neha Patel and Richard Goodwin to join our Board in this capacity. I was honoured to have been re-elected for another term as a parent representative. I also had the privilege of being re-elected as Chair. Cam Leckey took on the role of Deputy Chair before making the decision to step down from the Board in March 2021. I would like to thank Cam for the massive contribution he made during his time on the Board and in his role as Deputy Chair. We were excited to invited Denise Sanderson to fill the vacancy left by Cam. Also, Lauren Danker stepped down from the Board to pursue an exciting Deputy Principal position at another school, and Justine Watson was duly elected by the staff to fill the vacant position on the Board. Justine and Denise are welcomed additions to our Board.

Our Focus

Our focus this year has really been on seeing the Business Plan that we all contributed to last year brought into operation. It is still early days (year 1 of a 4-year plan), but it has been exciting to see new initiatives implemented and for the School to consider the metrics it can collect as evidence of the impact of those initiatives.

2021 also saw the introduction of sub-committees to the Newborough Primary School Board, with a focus on Community Engagement, Facilities, and Policy. We are fortunate to have some very talented and passionate individuals on our Board and the sub-committees are an initiative that seeks to draw upon that expertise to make a substantial and constructive contribution to the school.

Our Future

Reviewing the Board Chair’s report that I wrote last year I noted that some of the things I wanted to see in 2021 were better quality training for our Board members, and strengthened relationships with internal (School administration, P&C and parents) and external stakeholders (City of Stirling, OceanNet schools). I feel confident that we have either achieved these goals or at least have made good progress in these areas. I look forward to seeing this progress continue. I’d also like to see the concept of the sub-committees reach their full potential – we still have some work to do in this area to establish this new approach.

In closing, 2021 was a year when things returned to “business as usual” for many of us, and an opportunity for us to settle down and get on with the work ahead of us. It was exciting to have an influx of new members and new energy and I would like to thank all our members for their time, energy, contribution and the resilience they have shown this year and I look forward to continuing our work to make Newborough Primary School the best that it can be.



Callan Rose
Board Chair, on behalf of the Newborough Primary School Board
1st November 2021

SCHOOL REVIEW 2021

The School Review was conducted in the second last week of term four, 2021. The school exhaustively prepared for the Review lead by Maxine Augustson, Director, Public School Review and Isobel Comrie Peer Reviewer, Principal of Millen Primary School.

<p>Relationships and partnerships</p> <p>In achieving the school’s vision, purpose and values, ‘seek to learn, think, create, collaborate’, the school prioritises building strong relationships and partnerships with the parents, staff and school community.</p> <p>Commendations</p> <p>The review team validate the following:</p> <ul style="list-style-type: none"> Professional relationships between staff are enabled through collaboration and clear communication. This is strengthened through collaborative DOTT¹ structures, established meeting protocols and group norms. The school has established partnerships with a range of organisations and individuals to provide enriched learning opportunities for students and valuable professional learning and networks for staff. A genuine desire to develop authentic relationships with the community is prioritised by the school. The depth and quality of the relationships established were on display in the recent all-encompassing school musical, ‘Matilda JR’, bringing community together. The school has been alert and responsive to NSOS² feedback concerning communication and have made ‘Enriching Strong Community’ one of the three pillars in the new business plan. The School Board facilitates effective governance, with the school valuing its advice and suggestions. An active P&C provides support to the school with the many events contributing significantly to resources for students whilst building strong connections with the community. <p>Recommendation</p> <p>The review team support the following:</p> <ul style="list-style-type: none"> Continue to investigate the use of Connect and Seesaw as primary communication platforms between school, classroom and home.
<p>Learning environment</p> <p>A caring and inclusive learning environment is underpinned by a commitment to optimising students’ academic and wellbeing outcomes. This is evident in the skilled and strengths-based practice of staff, and the embedded whole-school behaviour and wellbeing approaches.</p>

<p>Learning environment</p> <p>A caring and inclusive learning environment is underpinned by a commitment to optimising students’ academic and wellbeing outcomes. This is evident in the skilled and strengths-based practice of staff, and the embedded whole-school behaviour and wellbeing approaches.</p> <p>Commendations</p> <p>The review team validate the following:</p> <ul style="list-style-type: none"> Underpinned by restorative practices and a positive behaviour model, a scaffolded approach to student behaviour has resulted in consistent practices leading to a calm and orderly environment. The school pays attention to the health and wellbeing of students through the oversight of the Health and Wellbeing Committee. A range of programs have been implemented including: Zones of Regulation; SEARCH - visible wellbeing practices; and Smiling Minds. The establishment of a cross-curriculum team, Aboriginal perspectives across learning areas, Harmony Day, NAIDOC³ week and development of an Acknowledgement to Country is contributing to a more culturally responsive and engaging environment that is inclusive and welcoming for all. A purposeful approach to the physical environment, including consideration given to the facilities to ensure they are safe and fit for purpose, has been adopted. Genuine attempts to provide students with a voice through detailed surveys and the ‘Principal’s Round Table’ meetings demonstrate the high level of value placed on the opinions of students. The whole-school tiered RTI⁴ supports an individualised, case management approach to SAER⁵. This is strengthened through the work of the student support team. <p>Recommendation</p> <p>The review team support the following:</p> <ul style="list-style-type: none"> Continue to build on the work of the cross-curriculum team to embed the ACSF⁶, ensuring staff have access to professional learning specific to the local cultural context. Progress the intention to recruit an AJEO⁷.

Leadership
The Principal and the leadership team understand and embrace the concept of collective leadership whereby staff work together, sharing their unique talents and skills.
Commendations
The review team validate the following:
<ul style="list-style-type: none"> Leaders provide strong guidance and support for staff in developing their capacity to implement the agreed Instructional Model through modelling, classroom visits, professional learning and observations and feedback. A strategic and measured approach to the management of change is taken. This ensures the introduction of new initiatives and programs such as Positive Behaviour Wellbeing (PBW) and Oxford Mathematics is managed in a timely, informed and inclusive manner, maximising staff buy-in and successful outcomes. The school's distributed leadership model creates meaningful opportunities to lead and build capacity amongst staff. A multi-layered leadership team across the school drives strategic and operational planning. The identification and development of emerging leaders is facilitated through access to the Leadership Institute's programs, year level, curriculum and project leaders, committees and acting deputy principal opportunities. The business plan provides a clear roadmap to the strategic direction of the school. Operational plans facilitate whole-school connected practices, aligning school direction and operations.
Recommendations
The review team support the following:
<ul style="list-style-type: none"> Progress with the plan to streamline the process and timeline for the performance management cycle. Develop a clear and well understood process for staff induction including a checklist of actions.

Use of resources
The Principal and manager corporate services (MCS) ensure decisions about the allocation of financial, physical and human resources are research and evidence-based, with a focus on improving outcomes for students.
Commendations
The review team validate the following:
<ul style="list-style-type: none"> Alignment of the budget to school priorities and plans is evident. This supports the development of replacement and management plans for physical assets and resource acquisitions. The MCS provides ongoing training and support for all staff including cost centre managers, the Finance Committee, school officers and School Board members, building capacity, knowledge and understanding of their financial responsibilities. Additional income streams, including hire of school facilities, OSHC*, P&C fundraising and attention to promoting payment of voluntary contributions, supplements school funds and adds capacity to invest in further support and offerings for students. With representation of teaching and school support staff, the Resources and Workspace Committee provide oversight to the storage of school resources and to ensuring workplace effectiveness of current physical space making significant positive changes to overall efficiency. Prudent decision making, in the allocation of student characteristics funding, ensures those identified with additional learning needs are well supported. This includes the employment of additional education assistants (special needs) and running early intervention programs such as MiniLit. A comprehensive workforce plan identifies trends, gaps and future actions. This forward-focused approach facilitates leadership development to lead the change agenda, succession planning and flexibility to deploy school support staff to implement targeted interventions and programs.
Recommendation
The review team support the following:
<ul style="list-style-type: none"> Continue to analyse current workforce needs, identifying development opportunities for staff to meet personal goals whilst meeting current and future needs of the students.

Teaching quality
There is a collective belief, by staff, that for children to succeed a holistic approach that takes into account the whole-child must be prioritised. With high expectations of themselves, staff exhibit a deep sense of commitment and a strong belief that they can, and do, make a difference to every child at the school.
Commendations
The review team validate the following:
<ul style="list-style-type: none"> A consistent, school-wide pedagogy founded on the school developed Explicit Direct Instruction model has been established. Staff are supported in their fidelity of implementation through professional learning and observation and feedback. Shared beliefs and pedagogical approaches inform school-wide practices. High Impact Teaching Strategies, collaborative structures, operational plans and overviews reinforce and embed the shared pedagogical approaches implemented. The instructional model and well-articulated SAER Policy, provides depth and breadth to cater for the learning needs of students. Teachers recognise the diversity of their students and cater for their needs through SEN+ planning, Progress Maps, extension programs and specialist learning subjects. Teachers are developing high levels of data informed teaching practice as a result of a focus on evidence-driven decision making around teaching and learning. Targeted professional learning on data analysis, using lines of inquiry, is building understanding of implementing data informed teaching practice. Professional learning is focused on developing staff understanding and capability to implement the school's agreed programs and instructional model.
Recommendation
The review team support the following:
<ul style="list-style-type: none"> Continue to develop staff ability to differentiate for gifted and talented students and extend creative and critical thinking whilst providing enhanced student agency.

Student achievement and progress
Coming from a mindset that student achievement and progress is everyone's responsibility, staff understand the data, have a plan and are committed to providing the conditions that will allow all students to thrive.
Commendations
The review team validate the following:
<ul style="list-style-type: none"> Longitudinal NAPLAN¹⁰ data for Year 3 and Year 5 shows a steady increase to above like schools for all NAPLAN assessed areas in 2019 to above like schools in 2021. NAPLAN 2019 Year 3 to 2021 Year 5 shows higher progress and achievement when compared to like schools. The school is guided by NQS¹¹ in taking a reflective approach to ensuring the learning environment and preconditions are established for every student to learn and succeed. A range of early assessments and interventions ensures students requiring additional support are identified as early as possible This has contributed to the On-entry Assessment to Year 3, 2021 NAPLAN, Numeracy and Reading showing excellent progress with no students making very low progress. Using a disciplined dialogue line of inquiry process, implementation of evidenced-informed programs and practice, professional learning and moderation processes supported by Brightpath, the school has effectively improved the progress and achievement for Year 3 and Year 5 students in Writing. A suite of assessments informs the allocation of grades for reporting. This includes formative and summative assessment, Sound Waves, PAT¹² Reading/Mathematics/Science, Brightpath and Basic Facts Assessments.
Recommendation
The review team support the following:
<ul style="list-style-type: none"> Continue to engage in planned moderation strategies that develop consistency and validity of teacher judgement.

Future Directions for 2022

The school has embraced all the recommendations made in the Review and will incorporate these into future planning.

PARENTS AND CITIZEN'S ASSOCIATION

Newborough Primary School enjoys tremendous support from the general parent body. Areas of involvement include help in classrooms, assistance on excursions, assistance at sporting events and carnivals, helping out on special activity days and volunteer work in the canteen to name some. Parent attendance at assemblies, P&C and School Board meetings, busy bees, etc. all go together to enhance the successful operation of the school. Mr Wes Gregory was re-elected as President with Mrs Tanya Johnson Vice-President along with a new executive team including Secretary Ms Carly Fowkes and Treasurer Jacob Martin. The P&C support the school running the School Canteen each Monday, Wednesday and Friday and the Uniform Shop ensuring parents have quality, attractive and inexpensive access to purchase uniforms.

The very valuable contributions of the P & C Association during 2021 included:

2021-2024 NEWBOROUGH PRIMARY SCHOOL <i>Seek to Learn</i>	
STRATEGIC TARGETS 2021	
<p>NPS Business Plan 2021-2024: Enhancing Collaborative Staff: Student Achievement Data Foster professional practices to ensure staff proficiency and collective understanding and reflection of relevant assessment data, analysis, and the informed impact on the teaching and learning program to drive student achievement. NPS is in the beginning phase of our new Business Plan 2021-2024. Targets have been reviewed and in some areas are still undergoing development as new assessments are being considered and implemented. Operational targets are one year targets for cohorts of students. Classroom targets are targets that focus on identified areas and objectives for whole class, small group or individual students.</p>	
<p>NAPLAN Targets – Term 4</p> <p>Achievement</p> <ul style="list-style-type: none"> NAPLAN performance in Year 3 Reading, Writing, Language Conventions and Numeracy will consistently match or exceed that of like schools. NAPLAN performance in Year 5 Reading, Writing, Language Conventions and Numeracy will consistently match or exceed that of like schools. <p>Progress</p> <ul style="list-style-type: none"> The progress of the stable cohort from Year 3 to Year 5 will consistently match or exceed that of like schools in Reading, Writing, Language Conventions and Numeracy in NAPLAN. 	<p>Fortnight and Pinnel Reading Recovery Level Targets:</p> <p>Achievement</p> <ul style="list-style-type: none"> 60% of Pre-primary students to achieve at or above Level D on the Fortnight and Pinnel Reading Benchmark assessment by the end of Term 4. 65% of Year 1 students to achieve at or above Level 1 on the Fortnight and Pinnel Reading Benchmark assessment by the end of Term 4. 70% of Year 2 students to achieve at or above Level 4 on the Fortnight and Pinnel Reading Benchmark assessment by the end of Term 4. <p>Progress</p> <ul style="list-style-type: none"> By the end of Term 4 each year, students at educational risk (SAER) students will have progressed by 2 Fortnights and Pinnel reading levels. By the end of Term 4 each year, academically able students will have progressed by 4 Fortnights and Pinnel reading levels.
<p>FAT Mathematics Targets – Term 4</p> <p>Achievement</p> <ul style="list-style-type: none"> 80% of Year 1 students to achieve at or above the Year 1 PAT-Maths Mean Scale Scores of between 90.5 – 96.4 (Starline 5) with the average being 93.2. 70% of Year 2 students to achieve at or above the Year 2 PAT-Maths Mean Scale Scores of between 99.9 – 106.2 (Starline 5) with the average being 103.0. 60% of Year 3 students to achieve at or above the Year 3 PAT-Maths Mean Scale Scores of between 108.9 – 114.7 (Starline 5) with the average being 110.9. 60% of Year 4 students to achieve at or above the Year 4 PAT-Maths Mean Scale Scores of between 114.8 – 120.2 (Starline 5) with the average being 117.4. 60% of Year 5 students to achieve at or above the Year 5 PAT-Maths Mean Scale Scores of between 120.9 – 126 (Starline 5) with the average being 122.7. 60% of Year 6 students to achieve at or above the Year 6 PAT-Maths Mean Scale Scores of between 124.3 – 130.1 (Starline 5) with the average being 127.0. <p>Progress</p> <ul style="list-style-type: none"> By the end of Term 4 each year, Year 2 students will have progressed by 9.8 points. By the end of Term 4 each year, Year 3 students will have progressed by 7.9 points. By the end of Term 4 each year, Year 4 students will have progressed by 6.5 points. By the end of Term 4 each year, Year 5 students will have progressed by 5.3 points. By the end of Term 4 each year, Year 6 students will have progressed by 4.3 points. 	<p>FAT Reading Targets – Term 4</p> <p>Achievement</p> <ul style="list-style-type: none"> 70% of Year 1 students to achieve at or above the Year 1 PAT-Reading Mean Scale Scores of between 84.2 – 90.6 (Starline 5) with the average being 87.1. 70% of Year 2 students to achieve at or above the Year 2 PAT-Reading Mean Scale Scores of between 97.7 – 104.5 (Starline 5) with the average being 100.5. 70% of Year 3 students to achieve at or above the Year 3 PAT-Reading Mean Scale Scores of between 108.1 – 113.6 (Starline 5) with the average being 110.9. 70% of Year 4 students to achieve at or above the Year 4 PAT-Reading Mean Scale Scores of between 117.0 – 121.3 (Starline 5) with the average being 118.7. 80% of Year 5 students to achieve at or above the Year 5 PAT-Reading Mean Scale Scores of between 123.3 – 127.8 (Starline 5) with the average being 124.5. 80% of Year 6 students to achieve at or above the Year 6 PAT-Reading Mean Scale Scores of between 126.2 – 131.0 (Starline 5) with the average being 128.8. <p>Progress</p> <ul style="list-style-type: none"> By the end of Term 4 each year, Year 2 students will have progressed by 13.4 points. By the end of Term 4 each year, Year 3 students will have progressed by 10.4 points. By the end of Term 4 each year, Year 4 students will have progressed by 7.8 points. By the end of Term 4 each year, Year 5 students will have progressed by 5.8 points. By the end of Term 4 each year, Year 6 students will have progressed by 4.8 points.
<p>Westwood Basic Facts Targets – Term 4</p> <ul style="list-style-type: none"> 70% of Year 1 students to achieve at age 7.5 or higher for addition and subtraction by the end of the year. 70% of Year 2 students to achieve at age 8.5 for addition, subtraction and multiplication and 8 for division by the end of the year. 70% of Year 3 students to achieve at age 9.5 for addition and subtraction and 9 for multiplication and division by the end of the year. 70% of Year 4 students to achieve at age 10.5 for addition and subtraction and 10 for multiplication and division by the end of the year. 90% of Year 5 students to score 23 for addition, score 21 for subtraction, score 17 for Multiplication and score 17 for Division by the end of the year. 90% of Year 6 students to score 26 for addition, score 24 for subtraction, score 20 for Multiplication and score 20 for Division by the end of the year. 	<p>FAT Science Targets – Term 4</p> <p>Achievement</p> <ul style="list-style-type: none"> 90% of students from Pre-Primary – Year 6 will receive a C grade or higher in Science, when assessed against the Australian Curriculum. 70% of Year 3 students to achieve at or above the Year 3 PAT-Science Mean Scale Score (115.8). 70% of Year 4 students to achieve at or above the Year 4 PAT-Science Mean Scale Score (118.5). 70% of Year 5 students to achieve at or above the Year 5 PAT-Science Mean Scale Score (121.3). 70% of Year 6 students to achieve at or above the Year 6 PAT-Science Mean Scale Score (122.3). <p>Progress</p> <ul style="list-style-type: none"> By the end of Term 4 each year, all students will have progressed by 2 points.
<p>Positive Behaviour in Schools</p> <p>Measuring Success: (Positive Behaviour)</p> <p>National School Opinion Survey to achieve at least a 4.0 (Very good) out of 5 point scale on all areas for the following questions:</p> <ol style="list-style-type: none"> Teachers of my school treat students fairly (Students) I feel safe at my school (Students) Student behaviour is well managed at my school (Students) <p>Measuring Success: (Wellbeing)</p> <p>National School Opinion Survey to achieve at least a 4.0 (Very good) out of 5 point scale on all areas for the following questions:</p> <ol style="list-style-type: none"> I can talk to teachers about my concerns (Students) I like being at school (Students) My teachers care about me (Students) <p>Measuring Success: (Staff Wellbeing)</p> <p>National School Opinion Survey to achieve at least a 4.0 (Very good) out of 5 point scale on all areas for the following questions:</p> <ol style="list-style-type: none"> Staff are well supported at this school (Staff) 	<p>Behaviour Management in Schools</p> <p>Behaviour Management in School</p> <ul style="list-style-type: none"> Throughout 2021 maintain school suspensions at 1% or below of the total school population. By the end of 2021, Fast Track referrals will be at or below 3% of the total school population. For 2021, by the end of each term, staff will award 20,000 Goldies in total across the school. <p>Attendance</p> <ul style="list-style-type: none"> By the end of 2021, the NPS overall attendance will be 94%. By the end of 2021, students in the severe risk category of attendance will be at or under 1.5% of the school population. By the end of 2021, the number of unauthorised attendances will be at or below 40%. <p>Enriching Student Community</p> <p>Measuring Success: (Enriching Student Community)</p> <p>National School Opinion Survey to achieve at least a 3.5 out of 5 point scale on all areas and a 4 and above for the following questions:</p> <ol style="list-style-type: none"> I would recommend this school to others (parent and staff responses) My child likes being at this school (parents, staff and student responses) This school is well led (parent and staff responses)
<p>2022 Targets to include: PLD Targets, Brightpath targets for PP and Year 2 and OXFORD Maths Targets</p>	

- Running the school Booklist distribution
- Busy Bee in the Nature Playground to fix play equipment and tidy up the area.
- Ran a very successful Colour Run
- Committed \$50,000 towards the refurbishment of the Nature Playground
- Easter raffle
- Assisted the Newbro Dads and Father Figures
- End of year show
- The P&C also contributed to a range of school and community events and Book-Club.
- Planning 2022 events in consultation with the school and Board

Each year the Newborough staff organises and caters for a special morning tea to recognise and thank the many parents / volunteers who have helped out in some way during the year. Also the Kindy Expo to assist new parents with transition to school.

SCHOOL PRIORITIES – LINKED TO BUSINESS PLAN 2021-2022

LITERACY, NUMERACY and PEDAGOGY:

Literacy and Numeracy

Please Note: In 2021 students sat the NAPLAN testing for years 3 and 5. This allowed progress monitoring for the stable cohort of students from year 3 to year 5. An indication of the influence made by the school against our NAPLAN Targets.

In the Western Australian Curriculum, students become literate and numerate as they develop the knowledge, skills and dispositions to interpret and use mathematics and language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Numeracy involves students in recognising and understanding the role of mathematics in the world and having the skills and capacities to use mathematical knowledge and skills purposefully.

The on-going analysis of student achievement data both systemic and school based provides the school with a basis to build both the literacy and numeracy programs on areas of student needs.

As part of our 'Assess, Plan and Act' model, our teaching staff reviewed both our year level English and Numeracy planning, ensuring it remains based on the Western Australian Curriculum and is current, valid and evidence based. While the planning in these documents is based on the standard year level teaching Content Descriptions aimed at students working at year level, Newborough Primary School always ensures we are inclusive in our teaching, planning and assessments to cater for student diversity. This includes students either with a disability, Gifted or talented students or students with English as an additional language or dialect.

Teachers differentiate their teaching for students with diversity to enable them to access the curriculum. This may be in either the form of a Documented Plan for students identified as needing a substantial or extensive curriculum adjustment or through quality differentiated teaching practices.

Whole School Strategic Targets 2021

NAPLAN performance in Year 3 Reading, Writing, Language Conventions and Numeracy will consistently match or exceed that of like schools.

- **This target was met in 2021 with the Year 3 cohort exceeding the Like School means in all assessments and achieving more than one standard deviation above the predicted school mean in Reading and Grammar and Punctuation.**

NAPLAN performance in Year 5 Reading, Writing, Language Conventions and Numeracy will consistently match or exceed that of like schools.

- **This target was met in 2021 with the Year 5 cohort exceeding the Like School means in all assessments.**

Progress

The progress of the stable cohort from Year 3 to Year 5 will consistently match or exceed that of like schools in Reading, Writing, Language Conventions and Numeracy in NAPLAN.

- This target was met in 2021 with the Year 5 cohort exceeding the Like School means by achieving in the Higher Progress-Higher Achievement quadrant.

Literacy

At Newborough PS, we have continued to teach from the WA Curriculum with a continued focus on increasing student reading and viewing achievement in 2021. Guided Reading continued to be a major strategy in classrooms along with the before school Ripper Reader program and the use of the Fountas and Pinnell Benchmark assessments and PAT Reading assessments to help formulate reading groups that catered for individual needs. We have continued to support home reading with Home Reading Book Marks with 4 levels of questioning and reading strategies for parents to follow in the PP-2 year groups along with Reading Certificates for nightly reading rewards.

Soundwaves was the major website licence purchased to complement the literacy programs along with the typing.com to help improve student keyboarding skills which became a focus for the preparation of students for NAPLAN Online. Most classes had access to a Digital Technologies teacher in 2020 to teach the knowledge and understandings and skills and process needed to sit these national tests online.

We continued to successfully run MiniLit as a small group intervention programs throughout 2020 to assist with targeted teaching of reading skills with identified students in Pre-primary and Year 1 and Year 2 and this has had proven results to remediate early literacy and pre-literacy skills.

The Soundwaves program is now established consistently in the school. This means all year levels from Years 1-6 are now working on program. Punctuation, grammar, phonics were continued to be taught explicitly.

A range of writing genres continued to be explicitly taught, with teachers following a Genre Scope and Sequence, to ensure consistency across the school. The whole school editing schemas of CUPS (K-2) and COPS (3-6) with PEEL as the strategy for teaching paragraphing was embedded as practice throughout the school. Newborough Primary School implemented a new Handwriting Policy which recommended the change of handwriting font from Victorian Modern Cursive to the New South Wales. This is now in place across the school.

Numeracy

Teachers continued to follow Numeracy block teaching structures in 2021 with a continued focus on the proficiency strands (Understanding, Fluency, Problem Solving and Reasoning), mathematical literacies and mathematical vocabulary. After being introduced in 2016, 2020 saw the explicit teaching of problem-solving strategies based on schemas (See, Plan, Do, Check for K-2 and RUCSAC for Years 3-6) continued by providing students with 'real life' opportunities to select, use, communicate and evaluate their mathematical ideas.

In 2020 the school was informed that Envision Mathematics was to discontinue from 2022. The school undertook an extensive search and investigation to find an appropriate substitute Mathematics program. Oxford Maths was selected. 2021 became a trial year transitioning to full implementation. Lessons were trialled in classrooms and extensive Professional Learning and support provided to all teachers throughout 2021 and will continue in 2022. A strong feature of Oxford Maths is support material for split classes and online material to assist with teacher demonstrations and modelling. This program will commence across Pre-primary to Year 6 classes from the start of 2022 with student work books included in the booklist.

Pedagogy

At Newborough Primary School we are committed to implementing practices that research says make a difference to learning.

What underpins these practices is the creation of a classroom learning culture where students and teachers feel safe and supported, where there is a belief that all students can learn, where teachers are viewed as credible by students and where teacher student relationships are positive and nurtured as these are the necessary pre-conditions for these practices to have maximum impact. Hattie provides effect sizes of above 0.70 for these pre-conditions. Therefore, any focus on improving our collective practice starts here. Our focus on PBS from 2018 provides a supportive environment where practices that make a difference can flourish.

In 2021 we continued to focus on our explicit teaching model, especially in improving our own teacher efficacy on delivering relevant Learning Intentions and success criteria. This will lead to improving the feedback that teachers provide to students to keep the learning moving forward for each individual student. We will learn and share together to grow and improve our feedback practise and to develop a level of school wide consistency in this area.

Feedback is part of *formative assessment* or assessment 'for' and 'as' learning which is endorsed in SCSA's Guiding Principles of Assessment.

This focus will take the form of teachers reflecting on 4 key areas of their practise throughout the year.

- PRACTICE # 1: *Clarifying Learning* - What do we want students to learn (to know and be able to do)?
- PRACTICE # 2: *Eliciting Evidence* - How do we know where students are in their learning? Designing effective discussions and questions takes practice.
- PRACTICE # 3: *Providing Feedback* - How do students know what to work on next?
- PRACTICE # 4: *Activating Learners* - How can we encourage students to own their learning and become resources for their peers?

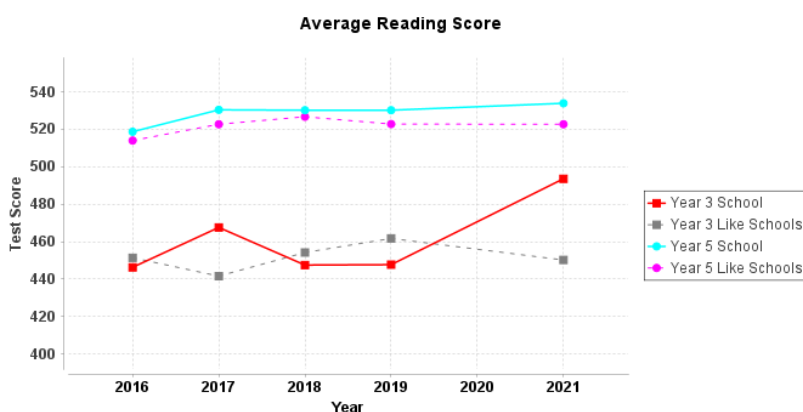
NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY [NAPLAN]

Data collection is ongoing and is based on our school’s Management Information System. One key part of our data collection is via the National Assessment Program Literacy and Numeracy (NAPLAN), which focuses on analysing student performance in Mathematics, Reading, Writing, Spelling and Language Conventions. NAPLAN assessment is undertaken with all students in Years 3 and 5.

Newborough PS compares our performance with statistically similar or Like Schools. These schools are similar in socio economic and educational advantage. In examining performance over time, we can determine our future focus and plan accordingly. Analysis of data shows students at Newborough PS, in most areas, have higher progress and higher achievement when compared with students from all WA and Australia public schools.

Reading

Average Reading Score



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2016	446	451	519	514
2017	468	442	530	523
2018	448	454	530	527
2019	448	462	530	523
2021	494	450	534	523

Reading Analysis

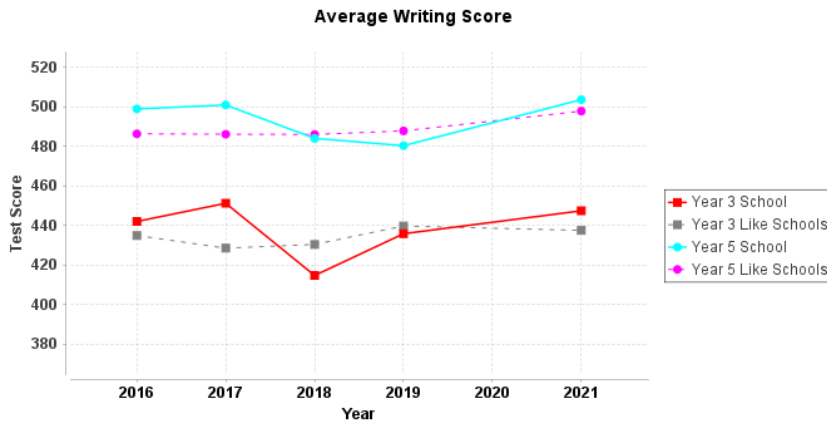
The Year 3 cohort performed above the expected range in Reading in 2021 and the Year 5 cohort performed within the expected range. Both performed above Like Schools, WA Public Schools and the Australian Mean. This reflects a stable trend in the reading results at Newborough Primary School over the past four years with our focus continuing on explicit teaching of phonemic awareness, comprehension, vocabulary, phonics, and fluency through guided reading in the classroom along with better differentiation of teaching reading to our support, benchmark and extension students. This includes assessing all students on standardised reading assessments. NPS also conducts an intervention reading program in PP-2 called MiniLit.

Year 3 and Year 5 – Longitudinal Data – Reading

READING	YEAR	NPS Mean	All WA Schools Mean	Australian Mean	Like School Mean
	3	494	426	437	450
	5	534	505	512	523

WA PUBLIC SCHOOLS	YEAR 3 READING		YEAR 5 READING	
	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS
Top 20%	42%	29%	38%	28%
Middle 60%	50%	59%	54%	61%
Bottom 20%	8%	12%	8%	11%

Writing Analysis



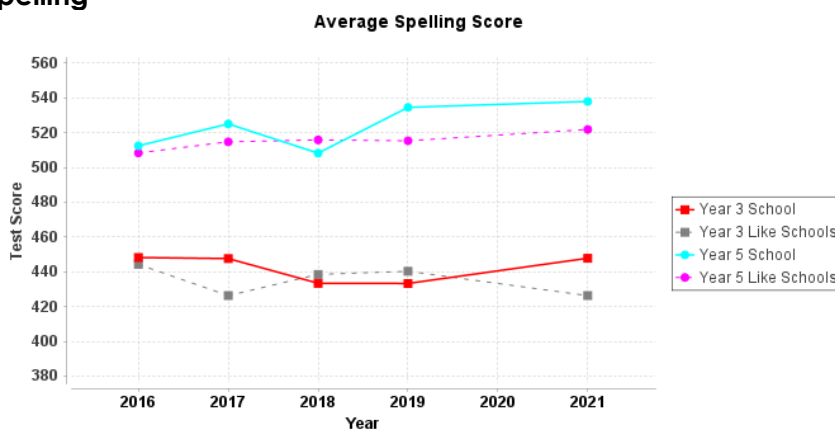
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2016	442	435	499	486
2017	451	429	501	486
2018	415	431	484	486
2019	436	440	480	488
2021	448	438	504	498

Both the Year 3 and 5 cohorts performed within the expected range. This stable trend has continued from the past four years as the school has maintained a strong focus on the 10 elements of writing; Audience, Text Structure, Ideas, Persuasive Devices, Vocabulary, Cohesion, Paragraphing, Sentence Structure, Punctuation, Spelling as well as the implementation of whole school editing codes. Progress from Year 3 to year 5 cohort (2019-2021) was pleasing with NPS achieving in the Higher Progress-Higher Achievement quadrant in the Progress and Achievement graphs, based on our stable cohort. As a strategy, NPS implemented a NAPLAN Writing Preparation program for Years 2-6 in 2020. In 2021, we have investigated using the Brightpaths Writing Pairwise Assessment Tool to value add to teacher judgements of student writing in Pre-primary and Year 2. This will be implemented in all year levels in 2022.

WRITING	YEAR	NPS Mean	All WA Schools Mean	Australian Mean	Like School Mean
	3	448	426	425	438
	5	504	481	480	498

WA PUBLIC SCHOOLS	YEAR 3 WRITING		YEAR 5 WRITING	
	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS
Top 20%	37%	25%	38%	30%
Middle 60%	53%	63%	46%	56%
Bottom 20%	11%	12%	16%	13%

Spelling



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2016	448	444	512	508
2017	448	426	525	515
2018	433	439	508	516
2019	433	440	535	515
2021	448	426	538	522

Spelling Analysis

Both the Year 3 and 5 cohorts performed within the expected range; and above Like Schools, All WA schools and the Australian Mean. Newborough Primary School has had Soundwaves as one of our main supporting programmes in spelling across Years 1 to 6 with Kindergarten to Year 1 students also being taught phonological awareness and phonics through the Promoting Literacy Development (PLD) program.

The continued focus in 2022 will still be on the explicit teaching of:

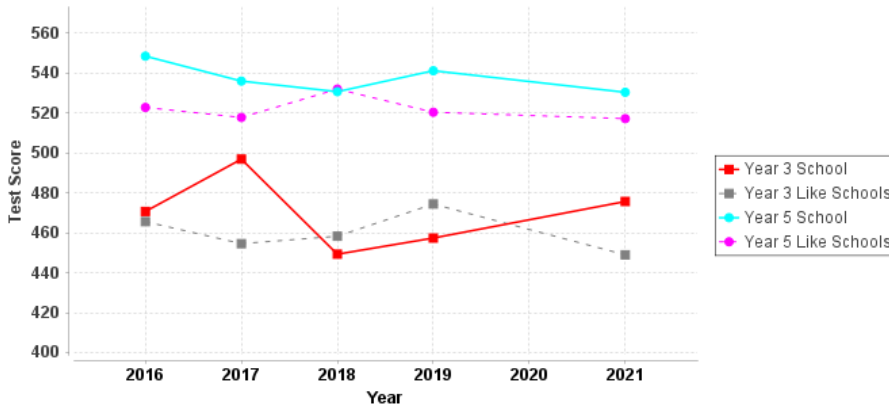
- High frequency words and spelling strategies,
- phonemic awareness,
- graphophonic knowledge (sound/symbol relationship)
- morphemic knowledge (smallest meaning of units in a word (eg plurals, prefixes, suffixes etc))
- etymology knowledge (word origins)
- Transference of spelling into writing.

SPELLING	YEAR	NPS Mean	All WA School Mean	Australian Mean	Like School Mean
	3	448	410	421	426
	5	538	503	505	522

WA PUBLIC SCHOOLS	YEAR 3 SPELLING		YEAR 5 SPELLING	
	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS
Top 20%	26%	25%	35%	26%
Middle 60%	71%	62%	57%	63%
Bottom 20%	3%	13%	8%	11%

Grammar and Punctuation

Average Grammar & Punctuation Score



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2016	471	466	549	523
2017	497	455	536	518
2018	449	458	531	532
2019	457	474	541	520
2021	476	449	530	517

Grammar and Punctuation Analysis

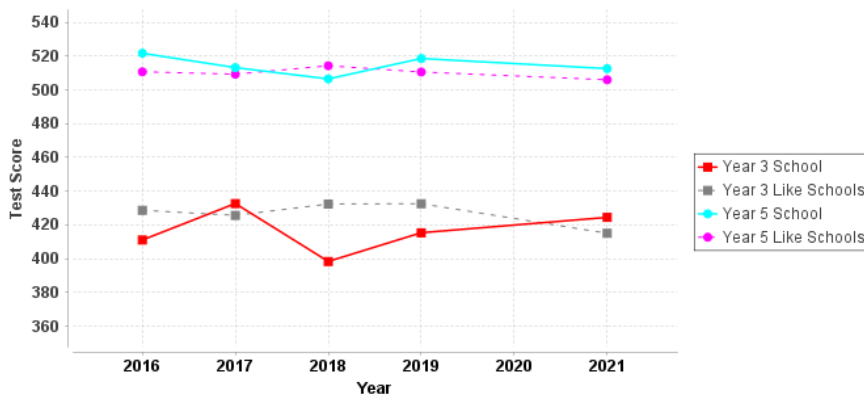
The Year 3 cohort performed above the expected range while the 5 cohorts performed within the expected range. Both cohort's means were higher than that of Like Schools, all WA School's means and the Australian Mean; which could be due to the effect of the school's explicit teaching of grammar and punctuation with transference into writing program.

GRAMMAR PUNCTUATION	YEAR	NPS Mean	All WA School Mean	Australian Mean	Like School Mean
	3	476	421	433	449
	5	530	497	503	517

WA PUBLIC SCHOOLS	YEAR 3 GRAMMAR AND PUNCTUATION		YEAR 5 GRAMMAR AND PUNCTUATION	
	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS
Top 20%	42%	27%	41%	25%
Middle 60%	50%	63%	49%	65%
Bottom 20%	8%	10%	11%	10%

Numeracy

Average Numeracy Score



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2016	411	429	522	511
2017	433	426	513	509
2018	398	432	507	514
2019	415	433	519	511
2021	425	415	513	506

Numeracy Analysis

Both the Year 3 and Year 5 cohorts performed within one standard deviation of the expected range.

The data supports our continued development of mathematical content pedagogical knowledge of the WA Curriculum including providing students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability* strands.

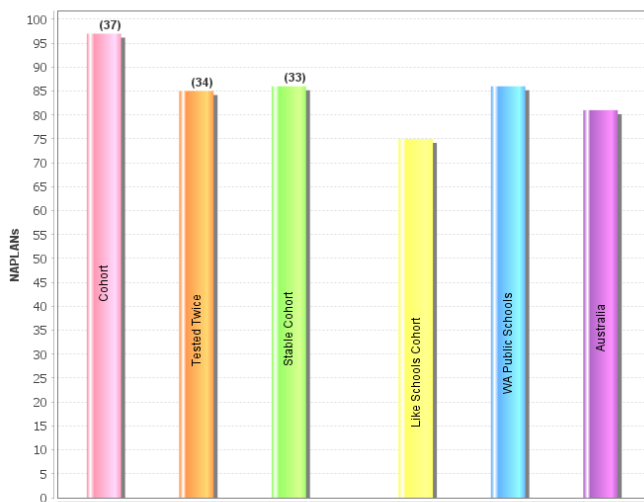
NUMERACY	YEAR	NPS Mean	All WA Schools Mean	Australian Mean	Like School Mean
	3	425	395	403	415
	5	513	489	495	506

WA PUBLIC SCHOOLS	YEAR 3 NUMERACY		YEAR 5 NUMERACY	
	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS
Top 20%	34%	28%	30%	28%
Middle 60%	53%	60%	62%	61%
Bottom 20%	13%	12%	8%	11%

NAPLAN Progress Year 3 - 5 (2019-2021)

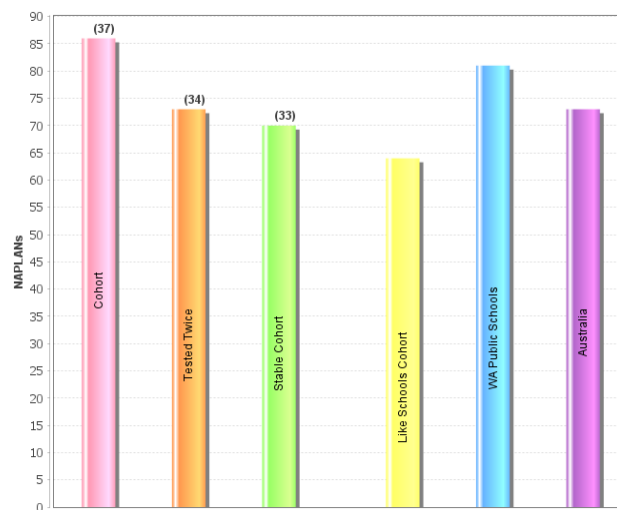
The following graphs show the progress made from Year 3 to Year 5 of the current Year 5 cohort. The data indicates positive progress for all areas of the stable cohort (students who participated in the NAPLAN assessments at NPS in 2019), exceeding the progress of Like Schools. The stable cohort is the **green** column. Like school data is the yellow column.

Progress from Year 3 2019 to Year 5 2021 - Numeracy



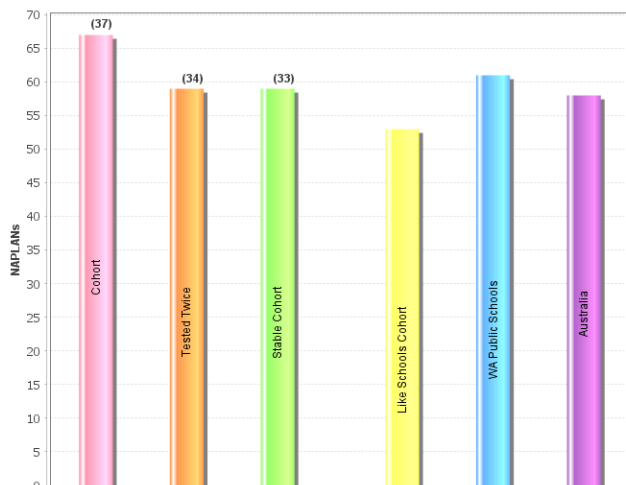
<- School Data | Comparative Data ->

Progress from Year 3 2019 to Year 5 2021 - Reading



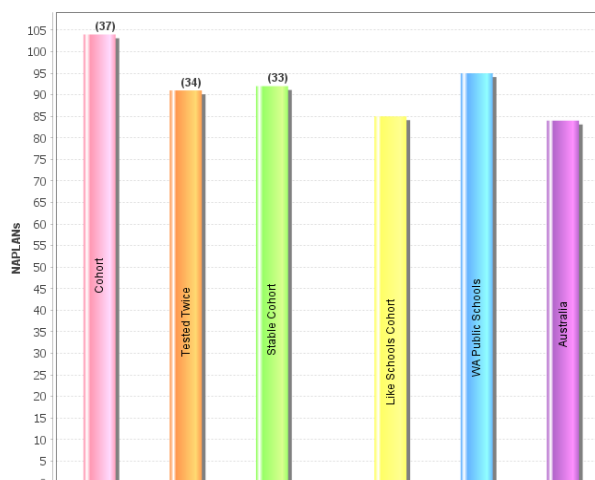
<- School Data | Comparative Data ->

Progress from Year 3 2019 to Year 5 2021 - Writing



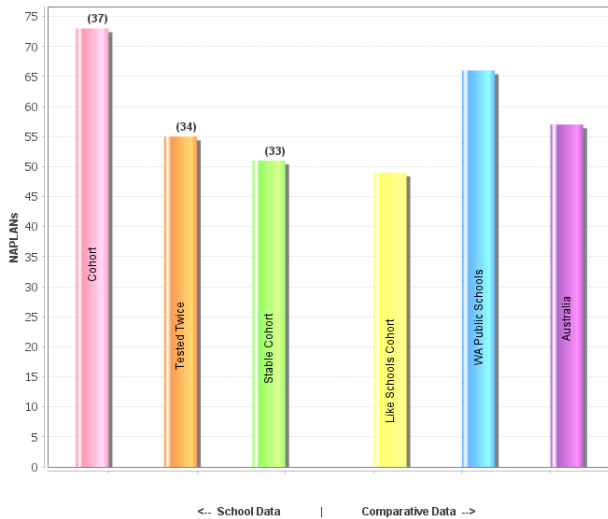
<- School Data | Comparative Data ->

Progress from Year 3 2019 to Year 5 2021 - Spelling



<- School Data | Comparative Data ->

Progress from Year 3 2019 to Year 5 2021 - Grammar & Punctuation

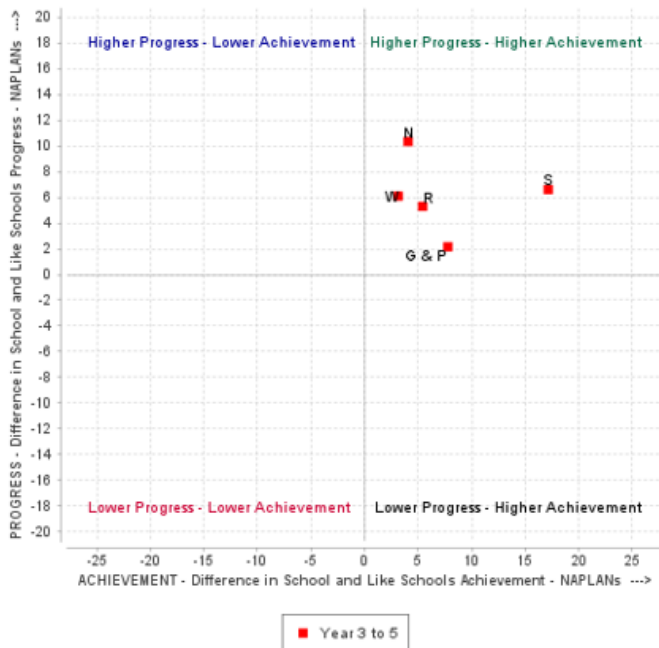


NAPLAN Progress Year 3 – 5 (2019 – 2021)

Schools aspire to have all cohorts perform in the top right hand quadrant. This quadrant indicates High Progress from the assessment two years prior and also high achievement in the current assessment. The Student Progress and Achievement Graph demonstrate that the Year 5 cohort has made Higher Progress - Higher Achievement from Year 3 to Year 5 in all areas. Well done, us!

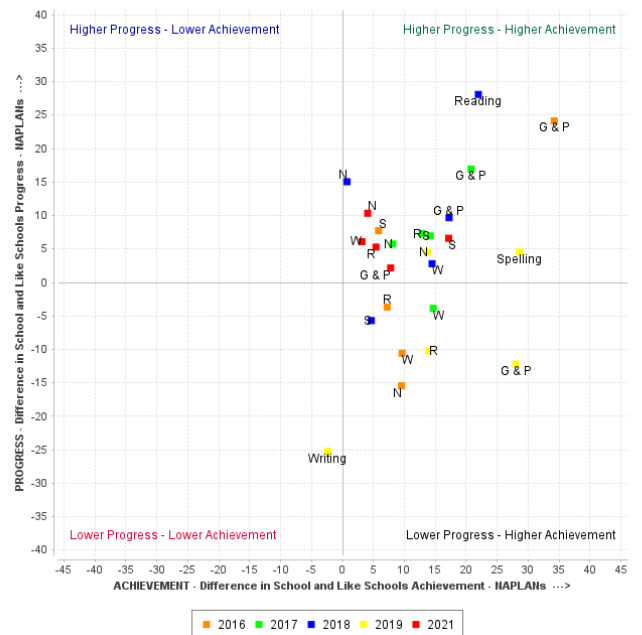
Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2019 to Year 5 2021



Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 to Year 5 Longitudinal



PRIORITIES AND FOCUS AREAS FOR 2021 (AND BEYOND) BUSINESS PLAN 2021-2024

Future Directions for 2022

In preparing the new Business Plan 2021-2024 the school undertook a comprehensive consultation process with the school community including students, staff, parents and local extended community. This is reflected in the three key priority areas:

- **Empower** Successful Students
- **Enhance** Collaborative Staff
- **Enrich** Strong Community

Empower Successful Students

- **The Early Years** Support every student in the early year's social, emotional and wellbeing development and academic learning

- **Student Mental Health and Wellbeing** Develop the personal and social attributes that enhance student health and wellbeing
- **Literacy and Numeracy** Progress student's literacy and numeracy growth by a year, every year
- **Contemporary and Emerging Work Capabilities** Equip students with the contemporary and emerging work capabilities needed to ensure they have the skills needed for the future
- **Cultural Responsiveness** Enable Aboriginal students to succeed as Aboriginal people

Enhancing Collaborative Staff

- **Student Achievement Data** Foster professional practices to ensure staff proficiency and collective understanding and reflection of relevant assessment data, analysis and informed impact on the teaching and learning program to drive student achievement
- **Staff Development** Strengthen support and enhance professional growth for all staff in roles for a positive school culture that promotes an inclusive environment for teaching and learning excellence; and support and mentoring for aspirant leaders
- **Leadership Strategy** Enhance strong performance and culture of leaders across the school
- **School Improvement** Use evidence to drive decision making for school improvement

Enriching Strong Community

- **Decision Making** School, School Board, P&C, parents, students and community members have meaningful roles in school decision-making at different levels of responsibility
- **Communication** Use a range of effective and contemporary communication strategies to foster positive school-community relationships
- **Community Collaboration** Enhance strong school, family and community partnerships to improve student wellbeing, engagement and learning outcomes

National Quality Standards (NQS)

In December 2009, all Australian governments, through the Council of Australian Governments, agreed to a partnership to establish a National Quality Framework for Early Childhood Education and Care ('National Quality Framework').

The Australian Government and state and territory governments recognise the importance of increasing their focus on the early years to ensure the wellbeing of children throughout their lives and to lift the productivity of our nation as a whole. The drive for change is based on clear evidence that the early years of children's lives are very important for their present and future health, development and wellbeing. The National Quality Framework aims to raise quality and drive continuous improvement in education and care services.

The National Quality Standard is a key aspect of the National Quality Framework. The National Quality Standard sets a national benchmark for the quality of education and care services. It also gives services and families a better understanding of a quality service. This enables families to make informed decisions about the services providing education and care to their child. It brings together the seven key quality areas that are important to outcomes for children.

In October 2021, Newborough PS undertook an external verification of our National Quality Standards internal audits through the Office of Early Childhood. We were deemed to have 'Met' five out of seven of the Quality Areas. The verification report provided suggestions on how to meet the Quality Area we are still working towards. These suggestions have been taken into account in our ongoing planning for early childhood education.

National Quality Standard Reflection - summary

Date: 27/10/2021

Overall Quality Area recording		Working Towards (WT)	Meeting (M)
Quality Area 1	Educational program and practice	WT	
Quality Area 2	Children's health and safety	WT	
Quality Area 3	Physical environment		M
Quality Area 4	Staffing arrangements		M
Quality Area 5	Relationships with children		M
Quality Area 6	Collaborative partnerships with families and communities		M
Quality Area 7	Governance and Leadership		M

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

Focus for improvement

We are still continuing to develop staff's understanding of the Western Australian curriculum which may differ from their own philosophy of how they believe they should teach, and what they should teach. This is addressed through professional conversations. AITSL standards: Know the content and how to teach it.

Further develop differentiation for individuals and groups of students throughout all classrooms: differentiation through either content, process, product or learning environment. Continuous and ongoing.

Review and strengthen numeracy in all year levels including the planning, pedagogy and assessment in 2022 with the introduction of OXFORD Maths.

Extend literacy planning review from Year 1 to Year 2 and 3 in 2022.

Continue implementation and refinement of PBS program in 2022 and implementation of Well-being programs.

Continuation of development of K-2 Philosophy, including Play-based Learning in 2022 – giving

Connections to school priorities and planning

NPS Business Plan 2020-2024: Enhancing Successful Students

The early years: support every student in the early year's social, emotional and wellbeing development and academic learning.

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

Focus for improvement

First Aid training refresher training 2022 (Term 4 SDD) Teaching staff are welcome to do this throughout the year in their own time with school funding the cost.

Continue to implement intentional teaching program for Protective Behaviours lessons in 2022

NPS has not conducted an Emergency Evacuation Plan in 2021. Recommended to be done once-twice a year.

School Board reviewing Policies? Does this include Sun-smart? Excursion and Incursion Policy?

Connections to school priorities and planning

Empowering Successful Students: The Early Years: Support every student in the early year's social, emotional and wellbeing development and academic learning

Empowering Successful Students: Student Mental Health and Wellbeing

QUALITY AREA 3: PHYSICAL ENVIRONMENT

Focus for improvement

Allowing students more decision making powers in designing the classroom and playground. Allow them to have more input into which equipment comes out to the playground.

Develop student's agency through their thinking:

Am I represented in the classroom?

What do I need in this space to help me as a learner?

Do I have a choice of places to be alone with a friend or a group of friends?

How can we make the space a place we want to learn?

How can we make the spaces inviting?

Embedding the sustainability practices across the school.

Risk assessments carried out by Kidsafe WA (A few minor repairs to be completed – next audit to be completed in 2022)

QUALITY AREA 4: STAFFING ARRANGEMENTS

Focus for improvement

Continue to develop collaboration amongst all staff.

Discussions around how Performance Management and Development could be improved and delivered by Administration staff

Continue to review Workforce Plan and establish the needs of the school when new staff are needed.

Research more efficient means of contacting relief staff

Review Relief Teacher files

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

Focus for improvement

Review and refine cooperative and collaborative learning strategies as mentioned in the Business Plan 2020-2024

Continue to model and scaffold speaking and listening and social conventions in a variety of contexts

Connections to school priorities and planning

Empowering Successful Students: Develop the personal and social attributes that enhance student health and wellbeing

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

Focus for improvement

Continued focus and implementation of Aboriginal Cultural Standards Framework in 2021. Whole school cross curriculum planning for aboriginal studies and totem pole project. Continued engagement of aboriginal parents in the school

Increased focus on community through the new business plan 2020-2024

OTHER LEARNING AREA STATEMENTS

STEM (Science, Technology, Engineering and Mathematics)

Science

At Newborough Primary School, in line with the Western Australian Curriculum, we aim to develop our students':

- Interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live.
- Understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things.
- Understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions.
- Ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims.
- ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions.

Science Business Plan Targets for 2021 were:

Business Plan Student Result Targets 2020:

- 90% of students from Pre-Primary – Year 6 will receive a C grade or higher in Science, when assessed against the SCSA Curriculum.
- 70% of Year 3 students to achieve at or above the Year 3 PAT-Science Mean Scale Score.
- 70% of Year 4 students to achieve at or above the Year 4 PAT-Science Mean Scale Score.
- 70% of Year 5 students to achieve at or above the Year 5 PAT-Science Mean Scale Score.
- 70% of Year 6 students to achieve at or above the Year 6 PAT-Science Mean Scale Score.

RESULTS AT THE END OF SEMESTER 2, 2021 – against the SCSA Curriculum:

YEAR LEVEL SCSA	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% C/Mean or ↑	100%	100%	100%	97%*	100%*	100%*	98%*

Future directions 2022

Lift students in Science Inquiry Outcomes by: Introducing SCSA Outcomes marking key to Investigation Planners in Student Journals. Model use of key and introduce peer as well as teacher assessment of progress; Using the 'WAGOLL' Strategy [from Melinda Carr, Science teacher at Deanmore during moderation session] 'What A Good One Looks Like'. Teacher chooses variety of WOGOLLS from students' work and asks students

to identify why it is a WOGOLL; Introduce SCSA Achievement Standard work samples so that students know what the Achievement standard is.

Continued partnership with the 'Ocean Network Science Teachers Group' for the sharing of pedagogy and resources, development of science programs, and for moderation purposes. Will be meeting and developing a new moderation task in Term 1.

Analyse results of Draft NPS SAT Tool and redevelop a new Draft test with an appropriate level of difficulty by end of Term 1. Administer new draft tool to Year 2 – 4 in the first half of Term 2.

Create more opportunities to further embed Aboriginal and Torres Strait Islander outcomes into all science learning programs by completing the Science component of the ACSF strategic plan. Choose strategies and content that enrich current Science programs.

Technologies

Teachers have continued to integrate the Digital Technologies area into other curriculum areas. Early Childhood classes have had specialist teachers work with the students a specialist area for 2020 and this will continue in 2021.

Japanese Language Program

The Japanese program for Year 3 to Year 6 students focused on the development of everyday language acquisition. Students were taught the names of everyday items, numbers, colours, greetings and farewells, introductions etc. In the higher grades students were given opportunities to understand the various scripts that are fundamental to Japanese language and communication.

In addition to basic language skills students were given the opportunities to delve into the cultural icons of Japan and develop an understanding of the country and its people. Students also engaged in cultural activities including; calligraphy, Japanese style artwork, played with traditional wooden Japanese toys and Japanese games.

Future Directions: 2022

There is a traditional 'Taiko' drumming demonstration and workshop planned which will enable students to see firsthand traditional Japanese musical instruments and their importance in Japanese culture.

Health & Physical Education

- PE specialist provides a balanced and comprehensive program for a minimum of sixty minutes' instruction per week from Pre-Primary – Year Six classes over four days. All children are completing more than the mandated number of minutes for PE through the specialist program, classroom fitness sessions, In-Term swimming lessons, sports carnivals, class sport sessions, interschool and faction sport training, Year 3 – 6 Running Club and sport specific Sporting School sessions.

Features of the PE program include:

- Faction and Interschool competition in the sports of Swimming, Athletics, Netball, Soccer, Football and Cross Country.
- Exposure to a wide range of sports and professional coaches invited to assist with the development of sport specific skills.
- Development of the children's interpersonal skills of participating cooperatively and respectfully in conjunction with the school PBS program.
- A school based fitness running program provides the children to set personal goals and be rewarded as they develop their fitness.
- A before school "Running Club" in term two to develop endurance fitness for the Faction and Interschool Cross Country events in term three.

Outcomes of 2021 Physical Education Program

The children have continued to perform well in all interschool sport formats in 2021

- Newborough finished in fourth place in the Central Coast Districts Interschool Swimming Carnival.
- Finished in third place in the Ocean Net Schools, Interschool Athletics competition.
- The Faction Swimming and the Faction Athletics carnivals were both won by Manning Faction.
- In the Interschool winter sport competitions, Newborough performed competitively in all sports. Final placings:
AFL – 3rd, Soccer – 1st, Netball 'A' – 1st, Netball 'B' – 2nd.
- Newborough finished overall in fourth place in the 'Ocean Net District' Interschool Cross Country.

Health Education

- The Health component of this learning area is generally taken by individual class teachers.
- The social/emotional health of children is considered a priority throughout the school.

- Continue the Positive Behaviour Wellbeing (PBW) program throughout the school. All new staff to be inducted with the program and provided with regular support to plan and provide lessons. All students will be rewarded for demonstrating the NPS, PBW values in all classroom and school based programs as well as playground behaviour.

Future Directions: 2022

- Continue with the PE specialist program with an emphasis on developing Fundamental Movement Skills in Junior Primary Children, Running Fitness and continuing to develop the students game sense, interpersonal skills and cooperation skills through incorporating Invasion and Cooperation games into weekly Physical Education lessons for all year levels.
- Continue with the school based 'Fitness Running Program' for Years 1 – 5 students.
- Continue to implement the Faction Cross Country Carnival for students in Years 1 – 6.
- NPS to remain registered as an official 'Sun Smart' school.

The Arts

2021 was a busy and exciting year for The Arts at Newborough Primary School.

Music

In the classroom students engaged with the elements of music via different focus instruments. Pre-Primary to Year Two students used percussion, Years Three and Four students used recorders and the Years Five and Six students played the ukuleles. Students also practised and performed mini musicals at the end of the year to an audience of their peers, parents and community members.

Musical

Students from years 3-6 performed the Matilda the Musical Jr by Roald Dahl at the Churchlands SHS Concert Hall. This was a huge success with excellent support from staff and parents making all the costumes and props. All students performed brilliantly to much acclaim from special guests, parents and staff.

Choir

The Newborough Choirs consisted of a Years Three and Four Junior Choir and a Years Five and Six Senior choir. Both Choirs performed at various venues and events throughout the year including ANZAC Day, Western Australia Massed Choir Festival at Perth Concert Hall, The Choir and Instrumental Concert during NAIDOC week and the Presentation Evening. The Senior Choir was one of two schools selected to be Telethon schools performing at the Telethon Launch breakfast and featuring during Telethon. The Newborough Choirs received many compliments for the quality of performances, their professional conduct and obvious dedication, hard work and enjoyment of the students.



Instrumental

Students in the Instrumental program were given the opportunity to perform at assemblies during the year. The instrumental students further entertained our community with their great performances at The Choir and Instrumental Concert with clarinet, flute, trumpet and classical guitar. Nearly forty students participate and benefit from this program.

Future Directions: 2022

Planning is well underway for the 2023 Musical in Term 4 for Years Three to Six students. Pre-Primary to Year Two students will perform choral verse and music at the Cultural Assembly in Term 1.

Students will be participating in Edu-Dance as part of the dance curriculum in Term 2 culminating in a final showcase at the end of term.

Years Four to Six Senior Choir will again perform at the Western Australia Massed Choir Festival at Perth Concert Hall. Along with the instrumental students, the choirs will perform at The Choir and Instrumental Concert with a repertoire focused on NAIDOC week (Get Up, Stand Up, Show Up) and the ANZAC Service (Animals at War).

SPECIAL ACTIVITIES

Some, but not all, of the special activities are listed below. We are fortunate to have a committed staff and parents who are involved with the organisation and support of activities that provide extra enjoyment and learning opportunities for the children. A terrific P&C, teachers, external providers and wonderful individual parents were involved in many of these special activities. In fact, without their enthusiastic contributions many of these would not have taken place.

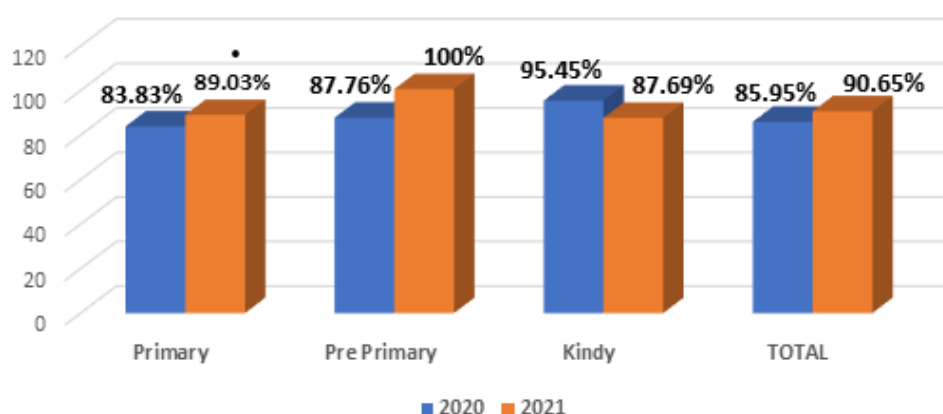
- Assemblies: Class run
- In term Swimming: PP-6 Term 4
- Parent Teacher Meetings and interviews
- Student Leaders Round Table Luncheons
- Easter Assembly
- Harmony Day
- ANZAC Service
- Year 6 Point Peron Camp
- Winter Interschool Sport competitions
- Saturday Morning Netball – Newborough Primary Netball Club [parent coordinated]
- Cross Country - Faction & Interschool
- Yoga Zoo
- Reporting to Parents Workshop
- Pre-Service Teachers from Notre Dame University
- Work Experience Students from various high schools
- Athletics Carnivals - Faction & Interschool
- Kindy Café at Athletics Carnival
- Swimming Carnivals – Faction & Interschool
- P&C Xmas wind up.
- Presentation/Awards Assembly
- Year 6 Graduation and combined Dinner & Social Night
- Year 6 Enterprise Fete

SCHOOL'S FINANCES

The school's funding is compliant with the Funding Agreement 2021 signed and agreed by the Principal and School Board Chair. In summary, this funding meets:

- Industrial and operational obligations
- Targeted initiatives and programs (Chaplain, School Psychologist, Universal Access to Early Childhood Education and National Quality Standards implementation.
- 96% of allocated funding spent in 2021.
- Closing balance of cash and salaries carried forward no greater than 10%.

VOLUNTARY CONTRIBUTION RATE 2020/2021

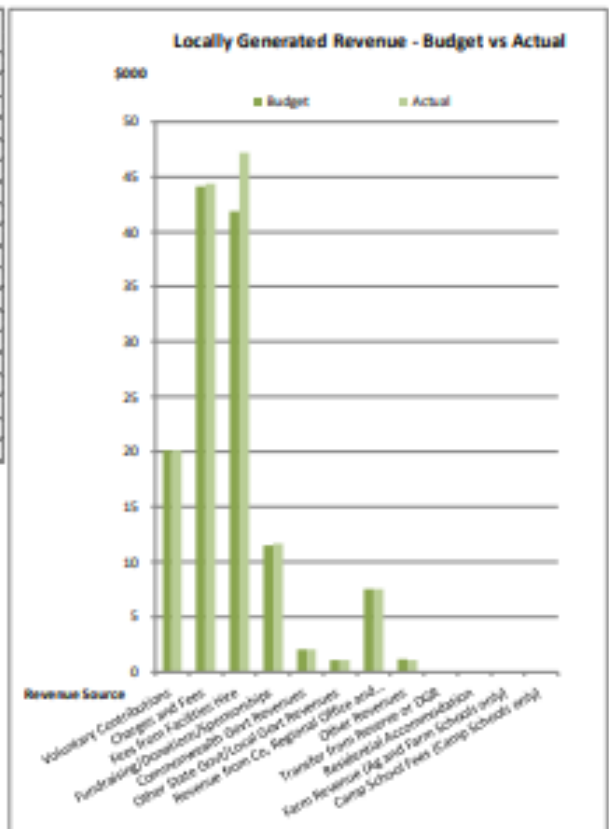
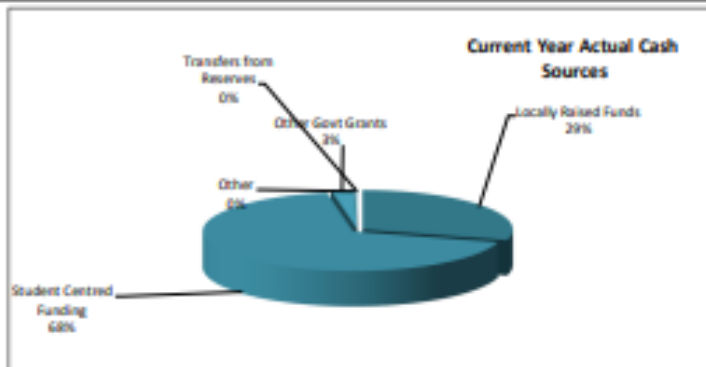




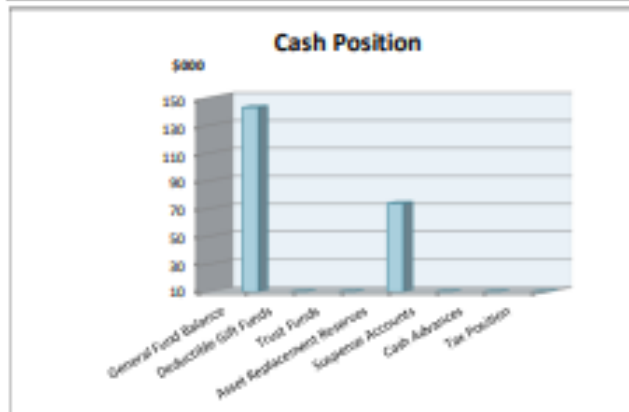
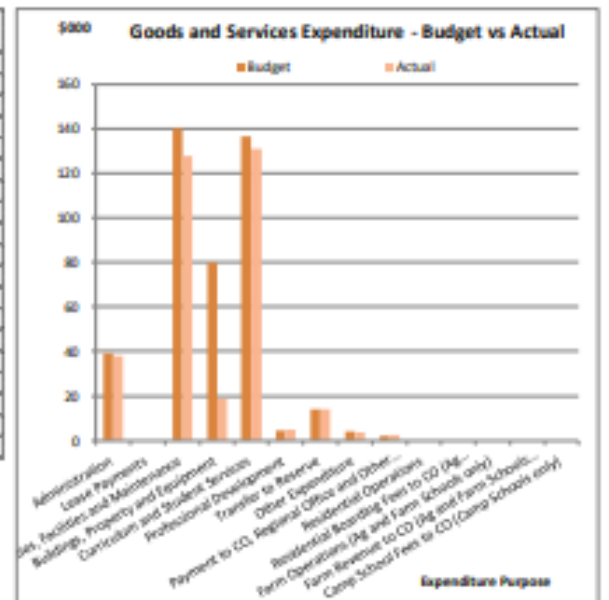
NEWBOROUGH PRIMARY SCHOOL

Financial Summary as at
December 31, 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 20,124.00	\$ 20,124.15
2	Charges and Fees	\$ 44,132.00	\$ 44,321.14
3	Fees from Facilities Hire	\$ 41,892.00	\$ 47,194.98
4	Fundraising/Donations/Sponsorships	\$ 11,456.00	\$ 11,615.35
5	Commonwealth Govt Revenues	\$ 2,062.00	\$ 2,062.45
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ 7,516.00	\$ 7,516.56
8	Other Revenues	\$ 1,100.00	\$ 1,094.26
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		\$ 129,292.00	\$ 135,038.89
Opening Balance		\$ 63,552.00	\$ 63,552.85
Student Centred Funding		\$ 284,212.00	\$ 284,211.56
Total Cash Funds Available		\$ 477,257.00	\$ 482,903.30
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 477,257.00	\$ 482,903.30



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 28,239.00	\$ 28,017.68
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 129,916.00	\$ 127,625.03
4	Buildings, Property and Equipment	\$ 79,827.88	\$ 18,745.67
5	Curriculum and Student Services	\$ 126,290.63	\$ 130,807.14
6	Professional Development	\$ 4,549.00	\$ 4,856.76
7	Transfer to Reserve	\$ 14,000.00	\$ 14,000.00
8	Other Expenditure	\$ 4,005.00	\$ 3,547.98
9	Payment to CO, Regional Office and Other Schools	\$ 2,065.00	\$ 2,565.23
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		\$ 428,002.51	\$ 340,175.49
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 428,002.51	\$ 340,175.49
Cash Budget Variance		\$ 57,254.49	



Cash Position as at:	
Bank Balance	\$ 253,468.46
Made up of:	\$ -
1 General Fund Balance	\$ 142,727.81
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 72,622.19
5 Suspense Accounts	\$ (503.54)
6 Cash Advances	\$ -
7 Tax Position	\$ (2,378.00)
Total Bank Balance	\$ 253,468.46



Think | Create | Collaborate

Newborough Primary School

Independent Public School

178 Newborough Street, Karrinyup WA 6018

Ph: (08) 9446 1025

Email: newborough.ps@education.wa.edu.au

www.newboroughps.wa.edu.au