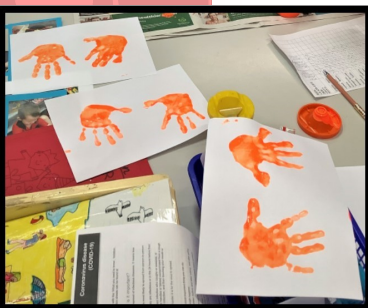


2020

ANNUAL SCHOOL REPORT



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INTRODUCTION

Dear Parents, Carers and School Community Members

It is with great pleasure that I present the Annual School report for 2020. The 2020 school year was characterised by an unprecedented change to how we view and respond to the educational needs of our students.

I want to acknowledge that despite the diversion we experienced in dealing with the impact of the COVID-19 pandemic, our staff, students and community responded to the challenge. We were able to ensure our safety and were able to provide continued education for all our students both offsite and on their return to school. Our staff remained committed to the learning outcomes of our students and I thank all of them for their efforts. Accolades of appreciation from our school community spurred us on. These were very much appreciated.

Innovation, creativity and collaboration came to the fore to support our school improvement journey. All our planning and implementation of selected strategies and programs is undertaken with the achievement of our vision and purpose foremost in our minds.

This report is a celebration of the many successes of the year and a chance to reflect and identify areas of further improvement as we move into the 2021 school year, mindful of our Strategic Directions outlined in the Business Plan 2021-2023.

Sue Knight
PRINCIPAL

SCHOOL CONTEXT

Leda Primary School is situated in the Perth metropolitan area in the locality of Kwinana. The school caters for students from Kindergarten to Year Six. Our families are from diverse socio-economic backgrounds together with a range of differing cultural backgrounds. The student population has seen significant growth and is now approximately 600 students.

We share our site with the Leda Education Support Centre which caters for special needs students. Students from the ESC integrate into the mainstream classes at various times during the week.

The key priority areas for Leda Primary School in 2020 are Literacy, Numeracy, Technologies and Pastoral Care. Whole school approaches are planned to ensure continuity in implementing best practice teaching and learning strategies.

OUR VISION

A collaborative community where all are valued, supported and challenged to achieve success.

Positive Behaviour Expectations

Respect
Responsibility
Self Control

FROM THE SCHOOL BOARD

Not only did 2020 bring us a change to how school students learned, it affected our school community and how we met and how the school operated. The staff at Leda Primary School did a wonderful job in supporting the students and families. Together we were able to make the best of the situation and ensured everyone's safety and continuity of learning for the students.

The Leda School Board also had a change of Leadership with Chairperson Brenden Abel retiring and myself Andrea Highman, being the elected replacement Chairperson.

As a community member and an employee of The Smith Family, I have a keen interest in the active engagement of students and their parents in the education of students at Leda PS, with a focus on the importance of families and schools working together to give children the best start in life.

I am very pleased to be leading a fine group of Parent, Community and staff representatives on the Board. The 2020 School Board representatives were Community & Parents: Richard and Sue Baldwin, Jayde Cossington, Trys Reddick, Marisa Tuffilli (Leda ESC); Leda Staff: Sue Knight (Principal), Kathy Larsen, Gail Hornby, Tracey Williamson and Kelly Rann.

The school board plays an important role in the school and I would like to thank all those that volunteer their time. It is very rewarding to be involved and see the growth of the school.

The key role of the Leda PS School Board is to: Establish and review school objectives, priorities and general policy directions; Promote the school in the community; Determine in consultation, a dress code for students; Endorse the School Business Plan, Annual School Report, Annual School Budget, Charges and Voluntary Contributions and fees schedule, Personal Items Lists, advertising and sponsorship arrangements. Our Board, in partnership with the Principal, shape and monitor the school's key objectives, priorities and general policy documentation.

Thank you to the Board and staff at Leda PS for all the hard work and support provided to students and families during 2020.

Andrea Highman
BOARD CHAIRPERSON

P & C

Parent and Citizen's Associations are established under the *School Education Act 1999* for the purpose of supporting a strong government school system for the benefit of all students. A key function is to develop parent participation and involvement in the school.

In 2020 the Leda Schools P&C Association volunteers continued to fundraise to support the school community gather funds in order to make a significant contribution to school resources.

The P&C continues to support Leda PS by donating for the ANZAC ceremony wreath, the year 6 graduation ceremony and the recent installation of carpet flooring and a huge fan in our assembly area. We look forward to another successful year in 2021 to further improve the learning and the environment for all our students.



ENGLISH: ADDRESSING THE 2018-2020 BUSINESS PLAN PRIORITIES:

PRIORITY 1 SUCCESSFUL STUDENTS:	
<i>Implement and embed whole school approaches to Literacy and Numeracy with fidelity and rigour.</i>	<p>Oral Language K – PP Words Grammar and Fun: Phased introduction of the revised program from 2020.</p> <p>Talk 4 Writing: at end of 2020 K – 5 teachers had undergone professional development. Teacher resources were purchased and a whole school text type scope and sequence is under construction.</p> <p>Phonics K – 2 Letters and Sounds: During 2019, staff attended a ‘refresher’ professional learning session. Decodable Readers purchased to support the students’ decoding, along with resource kits. Letters and Sounds Tracking Booklets K – 2 were trialled and implemented.</p> <p>Words Their Way Year 3 – 6: This has continued to be successfully implemented by teachers of Year 3 – 6 to improve the spelling, phonics and vocabulary of students.</p> <p>Brightpath: Phased implementation from 2020. ‘Lead Team’ trained in how to use the moderation ladder and descriptors during 2019. Implementation of ladders in these classes.</p>
PRIORITY 2 HIGH QUALITY TEACHING AND LEADERSHIP	
<i>Develop distributed leadership across the school in the key priority areas of literacy, numeracy, technologies and pastoral care.</i>	<p>Leda English Committee: This committee had representation from all phases of schooling as well as Admin. Special activities were implemented for CBCA Bookweek and National Simultaneous Storytime. The committee supported teachers in the school wide implementation of Talk for Writing, PAT R Testing, Brightpath Assessment and Bug Club resources.</p> <p>Leda Brightpath Leadership Group: 6 staff volunteered and underwent 2 half days professional learning where they were introduced to the Brightpath materials and practiced making judgements on student work against exemplars and scaling this work. These staff have the opportunity to attend further professional learning in 2021 to become ‘Lead Markers’.</p>
<i>Increase consistency of practices among teachers through collaboration, agreed curriculum scope and sequence and classroom observation.</i>	<p>Talk for Writing: Staff attended Professional Learning as per the Operational Plan. All staff were supported by their colleagues and the Literacy Specialist</p> <p>Collaborative DOTT (Duties other than teaching): Collaborative DOTT was provided for year levels for the purposes of planning, assessing and moderation as well as informal professional learning at the school level.</p>
<i>Continue to refine skills in data analysis within the plan, act assess cycle to strive for continuous improvement.</i>	<p>ACER PAT Reading: tests were introduced in Term 4, Yrs 2 – 6 to augment the PM BM data by providing norm referenced data for whole school data collection and mapping of cohort progress. Due to teacher and student unfamiliarity with the online, multiple choice format the 2020 results are possibly not as reliable as future sets of results will be. Staff interrogated the data at the student and class level and used this data to inform planning for the 2021 teaching cycle in reading.</p> <p>Brightpath materials were used by the volunteer group of teachers assess and moderate student work and begin working with the grading aspects of the resource. This work will continue in 2021.</p>

ENGLISH: Progress and Achievement of 2018 – 2020 BUSINESS PLAN OPERATIONAL TARGETS

Literacy Targets

1. Reduce annually the percentage of students at or below National Minimum Standard in Year 3 and 5 NAPLAN to be better or equal to like schools.
2. Increase annually the percentage of students achieving NAPLAN scores in the top 2 proficiency bands.
3. By 2020 NAPLAN performance in all areas will display an upward trajectory.

Evidence against the Targets

1. Reduce annually the percentage of students at or below National Minimum Standard (NMS) in Year 3 and 5 NAPLAN to be better or equal to like schools.

Year 3	LEDA	LIKE SCHOOLS	LEDA	LIKE SCHOOLS	LEDA	LIKE SCHOOLS
Reading N M S	2018		2019		2020	
Band 2	21%	15%	30%	21%	No data	
Writing N M S	2018		2019		2020	
Band 2	5%	16%	8%	10%	No data	
Year 5	LEDA	LIKE SCHOOLS	LEDA	LIKE SCHOOLS	LEDA	LIKE SCHOOLS
Reading N M S	2018		2019		2020	
Band 4	36%	18%	31%	19%	No data	
Writing N M S	2018		2019		2020	
Band 4	13%	17%	26%	22%	No data	

From the table above it can be seen that Leda PS has achieved this target in some areas. The Reading results show that there is a higher percentage of Leda students achieving at above the NMS than the Like School data for both Years 3 and 5. There is, however, only a reduction in the percentage from year to year in the Year 5 Reading data.

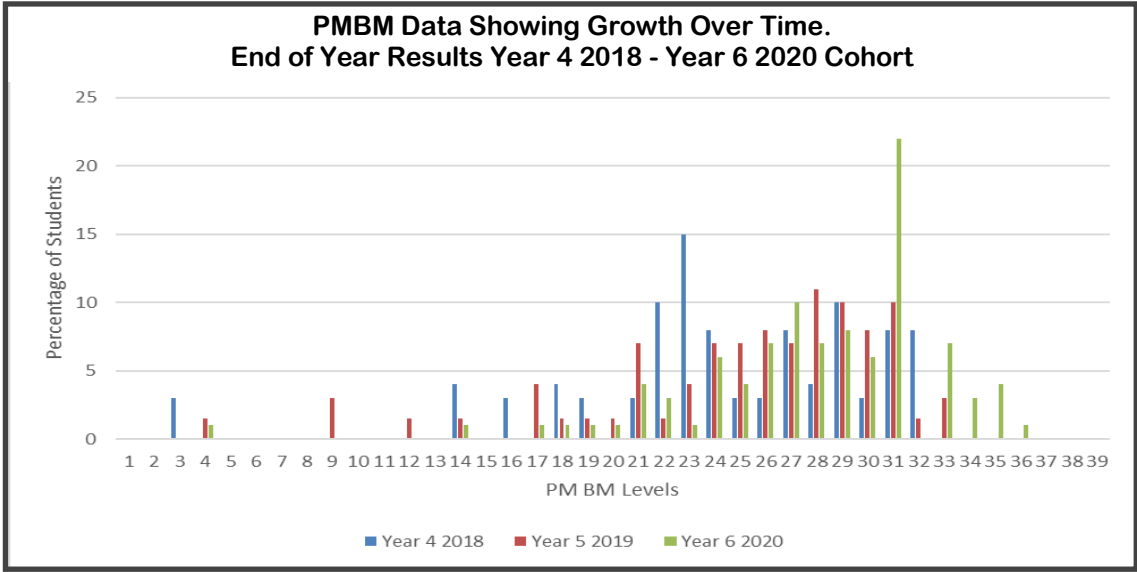
2. Increase annually the percentage of students achieving NAPLAN scores in the top 2 proficiency bands.
3. By 2020 NAPLAN performance in all areas will display an upward trajectory.

Year 3	LEDA	LEDA	LEDA	Trend
Reading	2018	2019	2020	
Band 6	11%	8%	No Data	↓
Band 5	15%	13%	No Data	↓
Writing	2018	2019	2020	
Band 6	5%	5%	No Data	=
Band 5	30%	29%	No Data	=
Year 5	LEDA	LEDA	LEDA	
Reading	2018	2019	2020	
Band 8	6%	3%	No Data	↓
Band 7	13%	9%	No Data	↓
Writing	2018	2019	2020	
Band 8	1%	0%	No Data	=
Band 7	6%	7%	No Data	=

It can be seen from the data that this target has not been achieved. The reading data has shown a downward trend of 2% – 4%. Although this differential is not significant, it is an indication of the trend. The writing data has had a difference of 1% so it is seen as static.

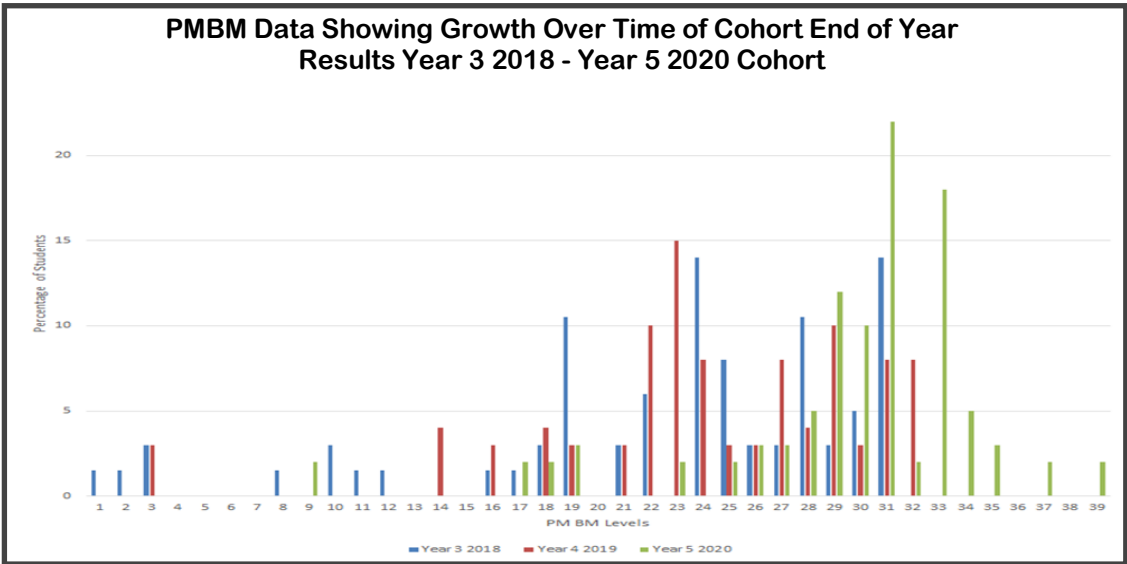
DATA COLLECTION

READING: PM BM DATA PM BM data has been collected and collated by the Literacy Specialist Teacher since 2016. The long term collection of data allows for the tracing of cohorts of students over time and shows progress and growth over time.



Graph 1 PMBM Data Showing Growth Over Time. End of Year Results Year 4 2018 -Year 6 2020 Cohort

- Year 4 End of Year C Grade equivalent is PM BM 25 – 26. The Graph shows that 6% of students are achieving this result, and 41% of students are achieving above this result. 53% of students are below the suggested PM BM Level.
- Year 5 End of Year C Grade equivalent is PM BM 27 – 28. The Graph shows that 18% of students are achieving the required result and 32.5% are achieving above this level.
- Year 6 End of Year C Grade equivalent is PM BM 29 – 30. The graph shows that 14% of students are achieving the required result and 37% are achieving above this level.
- This long term tracking indicates that most of the students gain a year’s progress for a year’s time spent in school, and that approximately 50% of students in that cohort are reading at or above grade level.

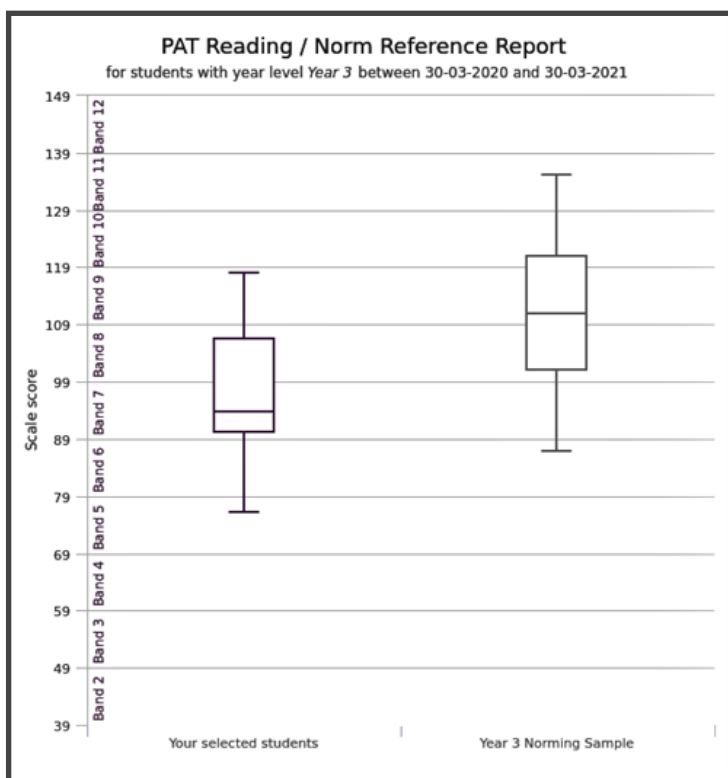
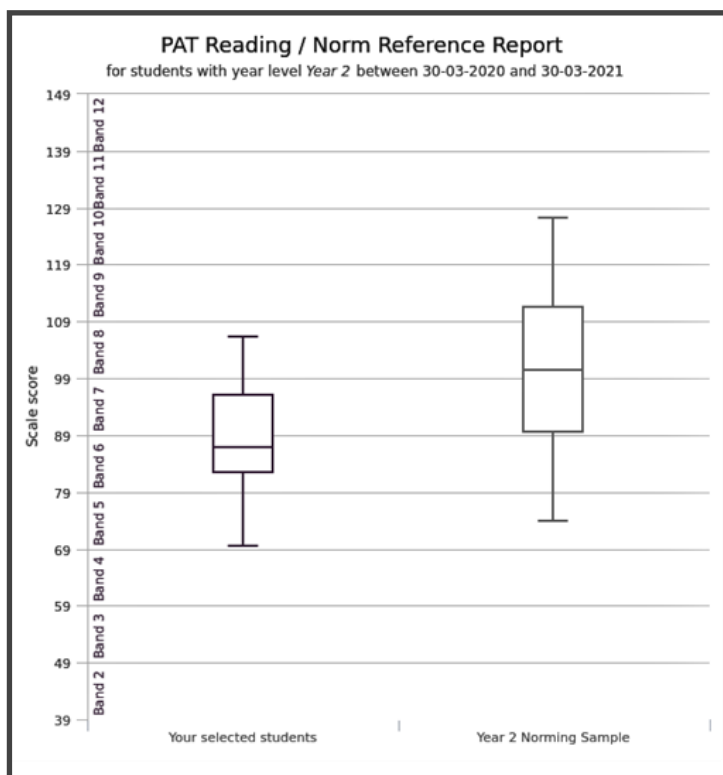


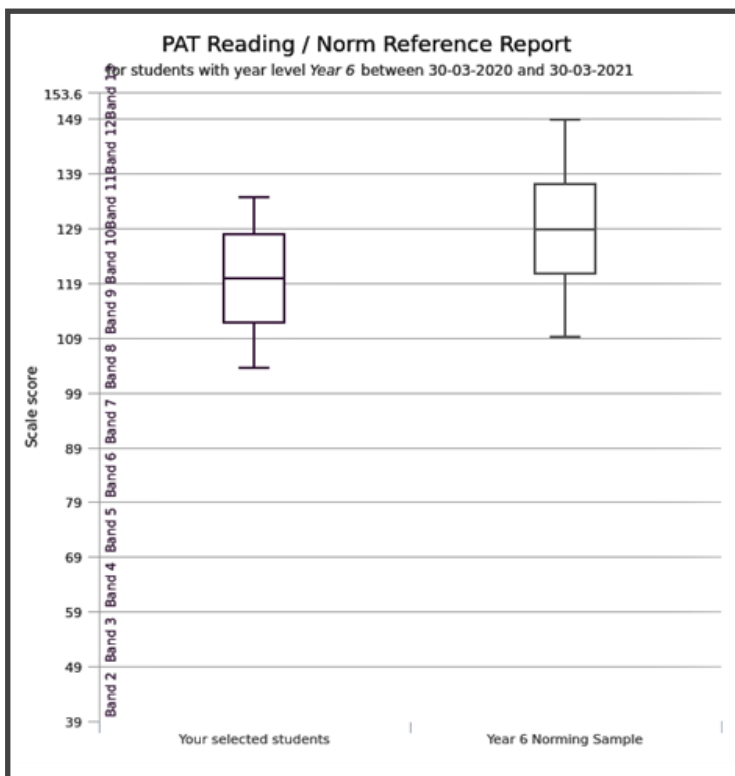
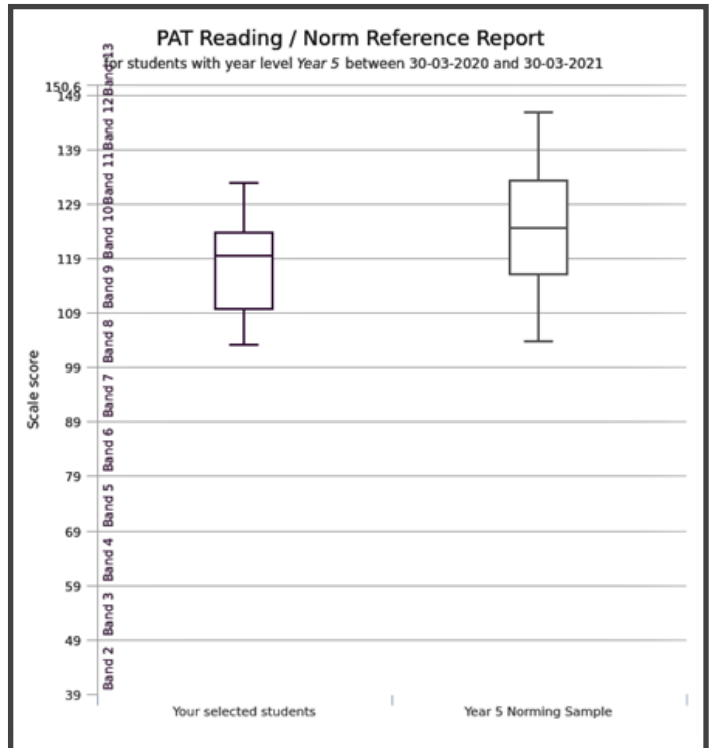
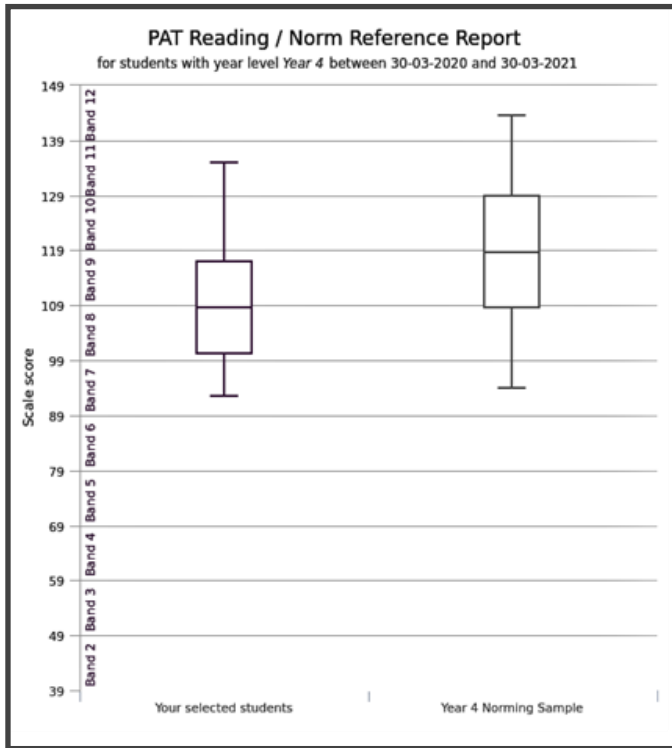
Graph 2 PMBM Data Showing Growth Over Time. End of Year Results Year 3 2018 -Year 5 2020 Cohort

- Year 3 End of Year c Grade equivalent is PM BM 21 – 24. The graph shows that 23% of students are achieving this result, and 51% of students are achieving above this result.
- Year 4 End of Year C Grade equivalent is PM BM 25 – 26. The Graph shows that 12% of students are achieving this result, and 29% of students are achieving above this result.
- Year 5 End of Year C Grade equivalent is PM BM 27 – 28. The Graph shows that 8% of students are achieving the required result and 74% are achieving above this level.
- This long term tracking indicates that most of the students gain a year’s progress for a year’s time spent in school, and that approximately 50% of students in that cohort are reading at or above grade level according the data PM BM.

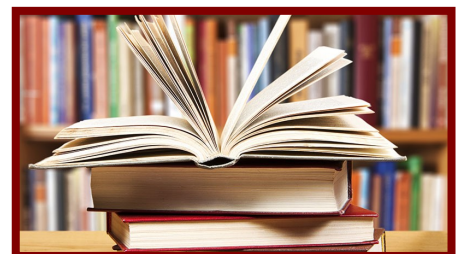
READING: PAT R Data

The 2020 PAT R assessment was the first conducted by the school and as such, the data may be somewhat unreliable. The assessment tool does allow for the comparison of school data against like Australian schools, matching these on ICSEA ratings. This comparative data indicates that Leda Primary School does not match like schools in these results, with the median result for most grades matching with the lowest result on the like schools. This is reflective of the NAPLAN data for Reading comparison with like schools. It is intended that teachers improve understanding of the data and use it to inform their teaching, with a consequent increase in Leda results to be more comparable to like schools.





National Simultaneous Storytime May 2020



English Recommendations for 2021:

- English Priorities continue as whole school approaches.
- Continue to Assess student reading using Pat-R, PM Benchmarks.
- Develop Teacher proficiency in utilising the Brightpath tool to moderate and to demonstrate writing progress
- All staff participate in ongoing Professional Learning opportunities

MATHEMATICS

In 2020, a distributed model of leadership continued to facilitate the implementation of suitable Maths practice at Leda Primary School. Back to Front Maths was adopted as a whole-school Numeracy program after a number of staff receiving formal training and trialling the program in their classrooms over 2018 and 2019. The school's approach to collaborative planning and the setting of numeracy targets is embedded, and Numeracy team members lead these discussions in year level collaborative groups across the school. Teachers use data analysis such as PAT Maths to guide their planning and support underperforming students using intervention strategies from the Back to Front Maths program.

Whole school approaches:

- Back to Front Maths Intervention activities adopted to support students' mid-year.
- Whole school Back to Front Maths planning and agreement on this teaching content taken on school wide.
- Numeracy team involved in planning at all levels.
- Whole school assessment schedules agreed and adhered to.
- Continuation of an extensive Numeracy Block structure with daily warm ups.

Early Years Focus:

In 2020 the Pre-Primary, Year 1 and Year 2 students completed the On-entry assessment. This is a broad-based assessment which provides information about the basic literacy and numeracy understandings. Over time this assessment provides us with comparative data that we can use to measure the impact of our teacher support and intervention programs. The assessment measures performance in progression points. The benchmark progression points for each year level are:

Pre-primary level	-	0.5
Year 1	-	1.0
Year 2	-	1.5

By assessing all students from Pre-Primary to Year 2 the school gains valuable data that we use to measure how affective our intervention has been in the early years. As the students' progress through the school we can map their progress from On-entry through to NAPLAN achievements.

Operational Targets - NAPLAN

Numeracy 2020

- Reduce annually the percentage of students at or below the National Minimum Standard in Year 3 and 5 NAPLAN to be better than or equal to like schools. N/A
- Increase annually the percentage of students achieving NAPLAN scores in the top two proficiency bands.
- By 2020, NAPLAN performance in all areas will display an upward trajectory. N/A

2019 Results and Trends

Band	Year 3 Numeracy								
	School			Like Schools			WA Public Schools		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
6 to 10	0%	3%	3%	9%	7%	7%	18%	14%	14%
5	10%	14%	8%	14%	16%	14%	18%	22%	22%
4	46%	27%	27%	27%	24%	24%	28%	27%	27%
3	27%	36%	30%	25%	25%	28%	19%	21%	20%
2	10%	19%	28%	19%	22%	21%	13%	11%	12%
1	6%	2%	5%	6%	6%	8%	5%	5%	6%

Band	Year 5 Numeracy								
	School			Like Schools			WA Public Schools		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
8 to 10	0%	1%	0%	2%	2%	2%	9%	7%	7%
7	4%	9%	0%	8%	9%	7%	16%	16%	16%
6	23%	19%	12%	24%	21%	25%	28%	29%	29%
5	32%	31%	43%	31%	34%	33%	26%	28%	28%
4	28%	30%	29%	26%	23%	22%	15%	14%	13%
1 to 3	14%	10%	16%	9%	10%	10%	5%	6%	6%

*Note: NAPLAN did not take place in 2020 due to COVID-19 lockdowns

Recommendations for 2021:

- Numeracy continues to be a core area of development across the whole school. Analysing the 2019 NAPLAN data, it has been acknowledged that there is a number of students achieving at or below the national standard. Measures have been taken to increase the number of students achieving above the national standard such as the implementation of Back to Front Maths as a school wide Numeracy program. In 2021, focus will be placed on increasing the percentage of students achieving at the national standard in Year 3 and 5 and also in the top two bands, to be more closely in line with like schools.
- 2021 will also involve continued professional learning to further build staff capacity in Numeracy, continuing the Back to Front Maths program and strong focus on effective use of the Leda PS pedagogical framework to implement and deliver all Maths lessons across the school to contribute to achieving 2021 goals.

PHYSICAL EDUCATION

In Physical Education (PE) this year, the Fundamental Movement Skills, game strategies and learning about movement were taught in the contexts of Cricket, Soccer, Netball, Lacrosse, Athletics, Tee-Ball, Cross-Country and traditional Indigenous games, as well as senior sports for year 4-6 students.

Pre-primary classes were part of the specialist Physical Education program which meant a larger focus on the children in the formative years on their Fundamental Movement Skills and the teacher saw an improvement in the children's skills and abilities.

Morning Fitness continued this year in Terms 1, 3, and 4 after schooling returned after COVID-19 restrictions. This program was run on Mondays, Wednesdays and Fridays from 8.40-8.55am and is part of our whole school program as morning fitness ensures our school is meeting the Department of Education's requirements for physical activity, there is a reduction in the number of late students, and the children are ready to learn after completing some physical activity. The Year 6 students ran the activities each morning as part of the curriculum and learnt many leadership skills throughout the year.

In Term 1, children trialled and then were selected as part of the Kwinana Schools Sports Association (KSSA) Cricket Carnival and trained twice a week before school. Due to COVID-19 restrictions, the carnival had to be cancelled one week prior. In Term 1, three teams represented Leda PS where the girls and mixed teams finished as Champions and the boys team as runner-up.

As part of our goal to promote Leda Primary School in our community, we held sporting events including the Cross Country Carnival in Term 2. From this, in Term 3, the top five boys and girls from years 3-6 attended the KSSA Cross Country Carnival and the children performed extremely well. A Leda student finished first in the year 3 boys race and a year 6 student finished second in the boys' race. We also held the Faction Athletics Carnival, another successful event that saw students from years 1-6 participating in individual and team events. All students finished with at least one award and were able to represent their faction.

In Term 4, students from years 1-6 attended the KSSA Athletics Carnival. It was an exciting two days with lots of ribbons given to our students and we ended up finishing 3rd overall. We had students finishing in the top five with one boy in Year 6 and another in Year 4 both finishing 3rd overall, and girls in Year 5 that finished 4th and 5th overall. The students behaved exceptionally well and it was fantastic to see the whole team of 80 children wearing the Leda PS Interschool Shirts.

The Kindy and Pre-Primary Fun Sports Day was held and the little children all ran in a race and participated in team events. This was very well supported by families and the community who watched this carnival.

As a result of diagnostic assessments and the Fundamental Movement Skills program, the Physical Education teacher successfully applied for grants through Sporting Schools. Funding was provided to run programs during and after school. In Term 1, volleyball was run as an after school program and volleyball equipment was purchased and teachers were upskilled in the skills of teaching volleyball. In Term 3, after school programs were run for Years 1-6 students with the juniors participating in tee-ball and the seniors playing a modified baseball game. Again, equipment was purchased to enable the school to also include baseball and tee-ball in the PE program. In Term 4, the grants were increased and Leda was able to successfully run lacrosse during school each Thursday for 6 weeks and purchase equipment. Part of this grant was the upskilling of the PE teacher to run the lacrosse program to other classes with the new equipment purchased. After school, the tennis program was held over five weeks and was a great success as again, teachers were upskilled and new equipment purchased.

A need was identified for staff and students with the lack of knowledge regarding physical literacy. Funding was applied for through Sporting Schools Plus and we were awarded a \$10 000 grant to improve physical literacy in our school.

The KIDDO program was selected and we ran workshops for staff and students and incorporated these activities and information into our physical education lessons across the school. A large amount of the funding was spent on purchasing new sports equipment, most of which is play-based and meets to requirements of the Early Years Learning Framework and NQS. Staff also completed modules on physical literacy, including the benefits and how to integrate it into the classroom. The KIDDO program is to be continued into 2021 and will hopefully see a further improvement of physical literacy as children develop the skills and confidence to be physically active as part of their lives.



TECHNOLOGY

In 2020, despite the COVID-19 pandemic, Leda Primary School continued to develop our technology resources and the infrastructure to ensure our students had access to digital tools to assist their learning. This curriculum area was supported by a Technology Curriculum Leader two days per week and a supportive Technologies Committee.

With the assistance of interested staff members a Coding Club was established as an after-school activity. The Coding Club ran for three terms and covered Minecraft Education Edition for Year 5's and 6's in Term 1; Sphero robotic devices for Years 3's and 4's in Term 2 and finally Scratch Jnr for Year 1's and 2's in Term 3. The students who participated were all taught coding skills for the various devices and proved very popular.

In Term 1 the Year 6's of Leda Primary School entered a team in the Synergy Solar Car Challenge. The challenge is to build a solar powered car and compete in races against other schools. Eight (8) Year 6's were chosen and practiced weekly building and rebuilding to produce the fastest solar car. Unfortunately, due to the pandemic, the race day was cancelled but the school looks forward to participating again in future Solar Car Challenges.

We continued to develop the students' skills using our 3D printer and software. Throughout the year, several classes were chosen for specific 3D Printing Hours. This was facilitated by the Technology Curriculum Leader and Science teacher. Chosen classes spent an hour a week learning to use the 3D printer software, Tinkercad and the 3D printer. The Science teacher and another interested teacher also ran a 3D Printing Club after school in Term 3.

Also, in 2020 we implemented and ran iPad Cafes to upskill our staff on different apps and the use of iPads so that those skills could continue to be passed on to our students. We purchased Seesaw as a communication tool for our parents, students, and teachers during the lockdown. This enabled the school to keep in contact with families and students to post completed work and ask their teachers questions during the at home learning period.

Finally, during 2020 we continued the upgrade of our hardware around the school. Any outdated hardware was removed from circulation and new desktops, iPads and laptops purchased or leased as required. We also purchased a set of iPads for our Education Assistants to use and upskill themselves, so they are better equipped to assist students in their learning.

Recommendations for 2021:

- Continue to build sustainable learning opportunities to apply innovation, creativity and entrepreneurial skills to develop Technology, Engineering, Arts and Mathematics (STEAM) competencies for staff and students.
- Develop distributed leadership across the school in the identified key priority areas of Technology.
- Provide increased FTE leadership support across the school.
- Continue to increase engagement of parents in community through Seesaw.

SCIENCE

During 2020 in Science opportunities were planned for students to apply innovation and creativity skills in order to develop their Science competencies in conjunction with Technology, Engineering, Arts and Mathematics (STEAM) while working with the Science specialist. Curriculum was aligned with the West Australian Curriculum and achievement standards.

Key Strategies:

- ◆ Concentrated on improving students Science investigation skills.
- ◆ Worked to differentiate learning programs to cater for students of differing abilities by planning open ended investigations allowing students to succeed at different levels.
- ◆ Incorporated Aboriginal Science knowledge through taking part in the CSIRO's Inquiry for Indigenous Science Students program
- ◆ Used digital technologies to enhance learning programs

Recommendations for 2021:

- Science identified as a priority learning area and the program continued to be delivered by a specialist teacher.
- Analyse and use Pat-Science data to identify target areas to ensure improvement in student progress and achievement
- Promote Science at a whole school level and in the community through Science Day/Week, incursions or excursion and parent evenings.

History and Social Science (HASS)

In 2020 teachers implemented a whole school approach to the West Australian HASS Curriculum and utilised the appropriate achievement standards.

Key strategies:

- ◆ Aussie of the Month Award to contribute to developing active and informed citizens for the 21st Century a highlight of 2020.
- ◆ HASS committee meet regularly to review and plan support for effective teaching and learning across the school.
- ◆ Staff collaborate to share ideas and resources to develop a learning culture enabling sharing of expertise and also participate in Professional Learning.
- ◆ Promoted links to the implementation of the Aboriginal Cultural Standards Framework.
- ◆ Organised special celebrations and commemorations such as Harmony week, NAIDOC, Remembrance Day. ANZAC day was unfortunately not held due to COVID restrictions.
- ◆ The continued purchase of HASS resources to support classroom engagement.

Recommendations for 2021:

- Continue to develop a whole school approach to the implementation of HASS curriculum explicitly teaching skills and key concepts to achieve year level standards or above.
- Maintain the development of students becoming active and informed citizens for the 21st century through immersion in celebrations and acknowledgements.
- The HASS committee continues to lead teaching and learning across the school and engage with HASS TDS.

LANGUAGES

In 2020 our Languages program was Italian. The Year 3 to Year 6 students with some Year 2 students participated in a specialist program. Overall, the disruption of learning due to the COVID – 19 restrictions seemed to have had little to no impact on the year 2 to year 3 learning progress, however, some impact on learning was observed for the Year 4 – Year 6 students with the writing aspect and retaining information.

Key Strategies:

- ◆ Language program for Italian implemented as per the WA Curriculum and the achievement standards.
- ◆ Collaborate with teachers to integrate Italian language in other learning areas.
- ◆ Immerse students in Italian language and culture to be confident speakers, listeners and readers

Recommendations for 2021:

- Maintain a focus on immersing students in language program through speaking, listening, reading and writing.
- Professional Learning opportunities provided to teacher for development of self.

Early Childhood Education (ECE)

Target: Achieve a rating of 'meeting or 'exceeding' in all 7 Quality Areas of the National Quality Standard by 2020.

In 2020 the ECE staff focused on reviewing the achievement of the National Quality Standards (NQS) and improving play based learning opportunities.

Key Strategies :

- ◆ Strengthen the play based curriculum in Early Childhood with a focus on purposeful play provided through Professional Learning opportunities for teachers to develop knowledge and understandings.
- ◆ Teachers continue to plan and implement programs referencing the NQS and the Early years Learning Framework.

Recommendations for 2021:

- Develop an Early Childhood National Quality Standard Improvement Plan
- Maintain focus on strengthening play – based curriculum in ECE that aligns with explicit teaching to ensure all students have opportunities to demonstrate progress.

STUDENT SERVICES

Leda has a school psychologist who works closely with the Student Services Deputy and Learning Support Coordinator to support students, families and staff to implement programs to support the wide range of students who attend our school.

The appointment of a Learning Support Coordinator allows us to support staff in the development, monitoring and reporting of Documented Plans. She is able to attend case conferences with families, teachers, school psychologist and other agencies and then follow up with resources and support for both teachers and families to implement strategies discussed.

A school chaplain works in our school three days a week. This resource is well accessed by students and families which adds another layer of support to our student services team. The chaplain implements the Seasons for Growth program with a small group of students who are dealing with grief or loss in their life. Our chaplain coordinates a number of mentors that work with our students and are able to support them in school, she is also a key coordinator of our Breakfast Club.

Our students with disabilities are well supported by education assistants who are able to support teacher with the implementation of differentiated programs so students can meet their IEP objectives. Where appropriate we also work with the School of Special Education Needs (SEN) to support our students. A number of our student's access therapy services, some of this therapy happens on school site and this allows school staff to be aware of their goals and add some of these strategies to their IEPs.

All new enrolments to Leda have an enrolment interview with one of the deputies, in 2020 we also commenced kindy enrolment interviews. This allows school staff to be aware of any additional supports new students to our school may require to transition smoothly into our school.

A school nurse and visiting dental therapist also support the school community.

Leda is an active participant of the Education Care and Family network in Kwinana. This has led to us having a strong relationship with the Child and Parent centre in Calista and provides additional supports to families and children in the early childhood years.

Our Positive Behaviour Support (PBS) matrix was reviewed and condensed, a scope and sequence of lessons to explicitly teach the expected behaviours across the school in a systematic way has also been implemented across the school. The behaviours taught become a whole school focus for a fortnight and are reinforced by staff through the use of tokens. The whole school language of our expectations Respect, Responsibility and Self-Control have become embedded over the years.

Recommendations for 2021:

- Continue to develop professional partnerships with community and outside agencies to more effectively support students and families at point of need.
- Maintain a whole school approach of high behaviour expectations and implementing a consistent, restorative process underpinned by PBS to embed respect, responsibility and self-control.

ATTENDANCE

2020 attendance was unavailable due to COVID-19.

See Attendance data from 2017-2019.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	91.5%	92.9%	93.8%	84.3%	84.2%	81.2%	90.5%	90.5%	92.7%
2018	92.1%	92.5%	93.7%	80.8%	82.1%	80.8%	90.5%	90.5%	92.6%
2019	90.9%	91.5%	92.7%	76.1%	81.3%	79.5%	89.2%	90.1%	91.6%

Regular attendance for 2019 was below Like Schools and State average. The school will continue to implement strategies in 2021 to increase regular attendance at school.

	Attendance Category			
	Regular	At risk		
		Indicated	Moderate	Severe
2017	64.2%	23.0%	10.7%	2.0%
2018	65.3%	21.2%	11.2%	2.3%
2019	61.0%	22.2%	12.5%	4.3%
Like Schools 2019	64.6%	22.7%	9.2%	3.5%
WA Public Schools 2019	73.0%	19.0%	6.0%	2.0%

Aboriginal Education- Aboriginal Cultural Standards Framework (ACSF)

Our Indigenous students are well supported at Leda Primary school. We employ a 0.8 FTE Aboriginal Islander Education Officer who works with students, their families and our staff. Our AIEO also works closely with the Student Services Deputy Principal to link in with families and agencies. Staff are lead and supported by the ACSF committee to embed the cross curriculum priority Aboriginal and Torres Strait Islander Histories and Cultures across the whole school.

The school has continued a positive relationship with the Kinship Empowerment Program (KEP). In 2020 KEP helped us support our Aboriginal students with some in-class support and a twice weekly Girls group for girls in year 4-6. KEP also provided starter packs with stationery for our Aboriginal students.

In 2019 our school also started a partnership with the Institute of Indigenous Wellbeing and Sports of WA called the YAC program, this program has continued in 2020. Twice a week our boys in Year 4-6 participate in cultural programs and traditional games. The programs are culturally secure and welcoming and delivered by positive young male and female Aboriginal role models. The purpose is to increase the holistic health and wellbeing of Aboriginal people living in Western Australia. Parents are also invited in for BBQs at the end of each term to view what their students have been learning in the YAC program.

Our AIEO works with Moorditj Koort so that our Indigenous students receive regular health checks. We also work with the Aboriginal Health Team – Ear Health Program to address hearing issues with our Aboriginal students.

At the beginning of 2020 we met with parents and sought feedback about what they would like to see in our school for their students. An outcome from this meeting was to localise our school's Acknowledgment of Country. We liaised with our parent community and developed our own Acknowledgment of Country.

Wanjoo, wanjoo, Kaya Yorga's, Maam's and Cooloongah's

(welcome, welcome, hello women, men and children)

We at Leda Primary school respectfully acknowledge the past, present and emerging traditional owners of this land on which we are meeting, Noongar Boodja.

It is a privilege to be standing on Whaduk Noongar land.

We also respectfully acknowledge Indigenous Peoples who are present today.

Our school sits on Beeliar Boodjar, the wetlands surrounding Leda, this area was used by families as a campground for hundreds of generations.

We acknowledge the contributions of Aboriginal Elders as they hold the knowledge and stories of this ancient land we all live and share: Australia.

Recommendations for 2021:

- ACSF committee members lead staff to commit to developing their understanding of Aboriginal Cultures and experiences and how they shape the learning of each Aboriginal Student.
- All staff collaborate to create a Reconciliation Action Plan.

NATIONAL SURVEYS

Our national survey target is to maintain above 3.5 ranking in all aspects of the school community ensuring satisfaction is reflective of a positive school community.

Recommendations for 2021:

- Continue to work on maintaining positive relationships with the school community, maintaining good ongoing communication and feedback
- Due to COVID-19 our survey has been postponed to 2021.

HIGHLIGHTS OF SCHOOL YEAR



Sporting Schools after school Tennis Program



Harmony Week



- Sporting Schools Volleyball after school program
- Sporting Schools Tennis after school program
- Tee-ball and Baseball 5 after school programs
- Multicultural Netball Carnival
- Faction and Interschool Athletics
- National Simultaneous Storytime
- Leda Eco Action Team
- Synergy Solar Challenge
- Leda Futsal Club
- SEDA Cricket Visit
- Yr 4 Zoo Sleepover
- School Banking
- Music Count us in



Covid Work Packages



Yr 4 Zoo Sleepover

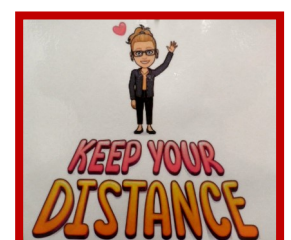
Futsal Club



State Girls Golden Glove Award



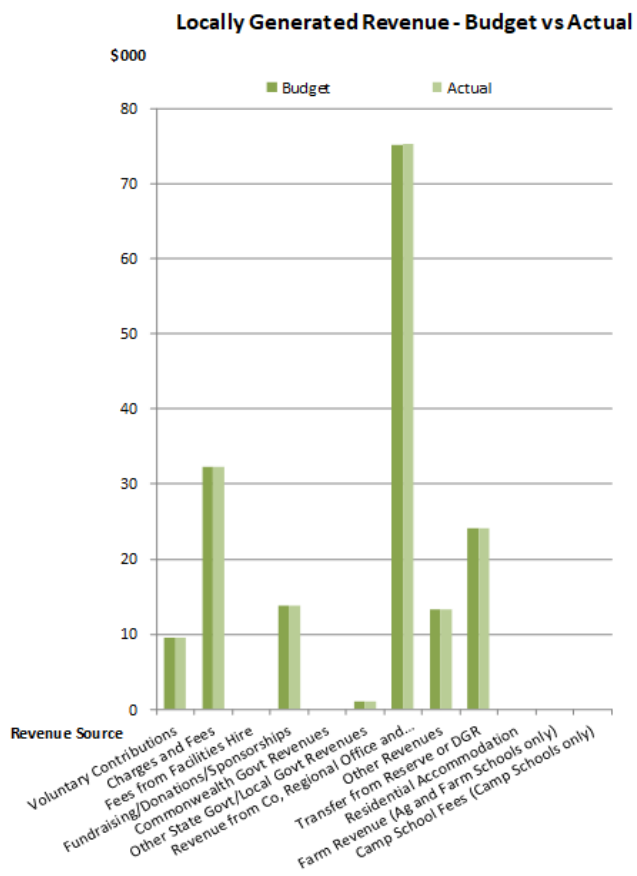
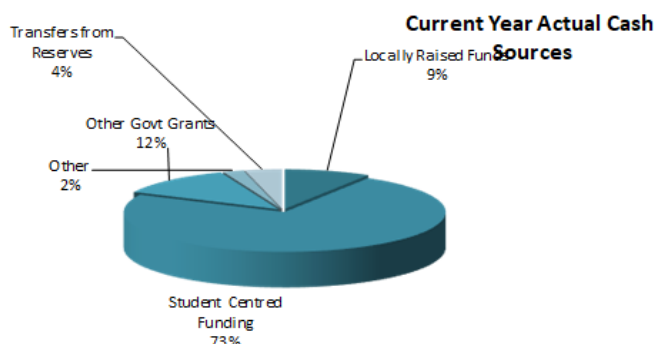
Year 6 Big Days Out



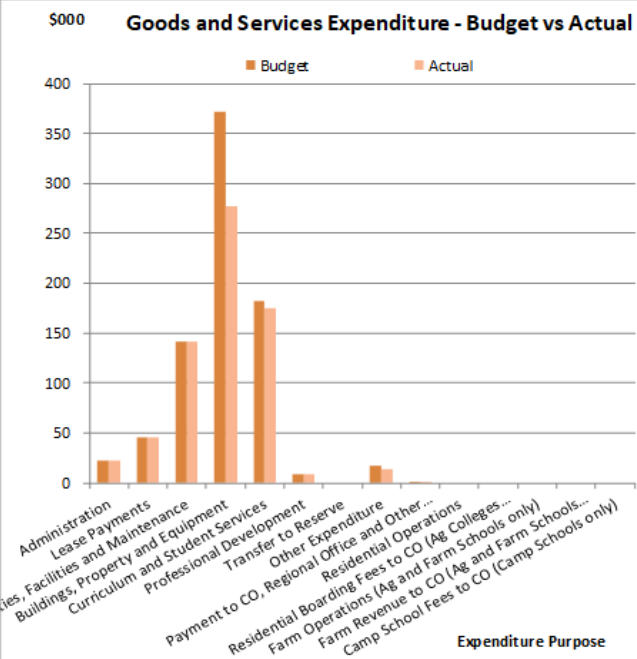
2020 SCHOOL BUDGET AND ANNUAL ACCOUNTS

Financial Summary as at 31 December 2020

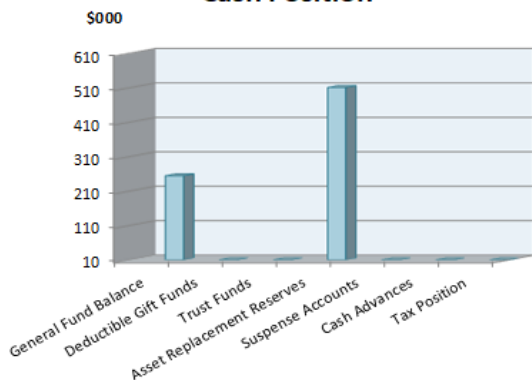
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 9,450.00	\$ 9,449.65
2	Charges and Fees	\$ 32,350.00	\$ 32,350.02
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 13,714.00	\$ 13,714.40
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 75,251.00	\$ 75,251.37
8	Other Revenues	\$ 13,348.00	\$ 13,347.51
9	Transfer from Reserve or DGR	\$ 24,017.00	\$ 24,017.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 169,130.00	\$ 169,129.95
	Opening Balance	\$ 299,697.00	\$ 299,697.44
	Student Centred Funding	\$ 469,032.00	\$ 469,032.43
	Total Cash Funds Available	\$ 937,859.00	\$ 937,859.82
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 937,859.00	\$ 937,859.82



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 22,018.00	\$ 22,017.75
2	Lease Payments	\$ 45,965.00	\$ 45,965.52
3	Utilities, Facilities and Maintenance	\$ 141,341.00	\$ 141,342.21
4	Buildings, Property and Equipment	\$ 371,482.00	\$ 276,827.37
5	Curriculum and Student Services	\$ 182,288.00	\$ 175,272.95
6	Professional Development	\$ 8,474.00	\$ 8,473.67
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 16,905.00	\$ 13,275.34
9	Payment to CO, Regional Office and Other Schools	\$ 105.00	\$ 105.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 788,578.00	\$ 683,279.81
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 788,578.00	\$ 683,279.81
	Cash Budget Variance	\$ 149,281.00	



Cash Position



Cash Position as at:	
Bank Balance	\$ 763,890.68
Made up of:	
1 General Fund Balance	\$ 254,580.01
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 510,972.81
5 Suspense Accounts	\$ 787.86
6 Cash Advances	\$ -
7 Tax Position	\$ (2,450.00)
Total Bank Balance	\$ 763,890.68