FLY HIGH...SEE FAR

Lancelin
PRIMARY SCHOOL

...achieving excellence to fly high
...inspiring learners to see far.

2024 Annual Report

Acknowledgement to Country

We gather in this special place to continue our learning journey together on Yued Boodja

We acknowledge Aboriginal and Torres Strait Islander people as the traditional owners of the land upon which we meet.

We pay our respects the elders of the past and present and acknowledge their spiritual connection to country.

Sand dunes to the north and east of our school. Yued Country.

CONTENTS

Assembly Awards

Cross Country

PP Going on a bear hunt

End of Term disco

Our Students, Our School and Our Moral Purpose

Our Students

We have 96 students that call Lancelin Primary School "home". They live in the town and in the surrounding areas of Lancelin South, Karakin, Nilgen, Ledge Point, Redfield Park, Seabird and Sovereign Hill.

Our School

Our school is situated in the middle of Lancelin town, nestled between the beautiful sand dunes to our east and the Indian Ocean to our west.

Our Moral Purpose

At Lancelin Primary School we **achieve excellence to fly high and inspire learners to see far.** It reflects our original school motto of 60 years of "Fly High… See Far," together with our academic, social and emotional aspirations for our students today and in the future.

Our Logo

Acknowledges the Ocean Classic Windsurfing race that has given Lancelin international acclaim for many years, includes the original motto and incorporates the navy blue, light blue and teal of the Indian Ocean.

Our Change Management Story.

Our change story began in 2023, with a one year return in Student Achievement and Progress at our PSR. We needed to bring our school's performance in line with our "like schools" and our data collection required an overhaul to become more "whole school" focussed.

Our staff understood classroom data well but in order to identify student achievement at the whole school level to use data as our driving force, we were required to become data literate.

After speaking with and gaining advice from our B2B Network (YSC and TRPS) we applied and were accepted into the Fogarty EdVance School Transformation Program for 2024.

Using the Fogarty framework, along with the introduction of a whole school data platform, instructional model and teaching and learning programs have given us the ability to better analyse data and define targets, with a view to planning outcomes based on our results.

Our aspiration for 2024—2026 was to:

- Move from "below like schools" to "at or above like schools" in NAPLAN for literacy

Our focus areas comprised of:

- Developing leadership knowledge, capacity and structures throughout the school
- Developing highly effective teaching and learning approaches and practices across all classrooms
- Building an accurate and consistent set of whole school data in Literacy

LANCELIN PRIMARY SCHOOL - STRATEGIC DIRECTION DOCUMENT

Moral Purpose: Lancelin Primary school...achieving excellence to fly high... inspiring learners to see far.

Aspiration (2024-2026): Move from below "like schools" to at or above "like schools" in NAPLAN for Reading, Writing and Spelling

| Focus Areas:	Description:	Objectives:		
A. LEADERSHIP & MANAGEMENT	1. Develop leadership knowledge, capacity, and structures throughout the school	1.1 To embed the Moral Purpose in all practices and decision making.	1.2 To have accountability processes across the school	1.3 To inspire a culture of professional growth.
B. TEACHING & LEARNING	2. Develop highly effective teaching and learning approaches and practices across all classrooms	2.1 Establish a coaching /observation process to ensure low variance, high impact, whole school instructional model.	2.2 Improve student achievement through the development and implementation of evidence-based reading and literacy strategies.	2.3 Upskill staff to expand and develop their knowledge and skills though ongoing professional learning.
C. DATA CONSISTENCY	3. Build an accurate and consistent set of whole school data in Literacy and Numeracy	3.1 Implement consistent data sets in Literacy and Numeracy.	3.2 To consistently use data to determine whole school achievement	3.3 Use data to inform practice

PBS - Expected Behaviours

Expected Behaviours & PBS

Lancelin Primary School is a PBS school and we developed 5 expected behaviours that underpin our behaviour management system.

They are:

- Be Respectful
- Be Responsible
- Be Courageous
- Be Inclusive
- Be Kind.
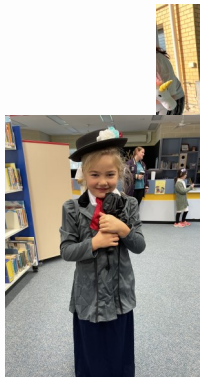
Dress Up Fundraiser Days!

Our mascot is Djinda (Noongar for star) the Starfish and starfish have 5 arms, one for each expected behaviour. Djinda visits classes and attends the school assemblies each fortnight.

Each day the students receive Djinda tokens for displaying our expected behaviours in the classroom or in the playground. All Djinda tokens are collected and winners are drawn at the assembly where they receive a prize.

For all students who have maintained Good Standing we use the last day of the term as a Djinda Reward Day, where we have activities for the students to participate in.

Djinda

Djinda Day disco!

Conditions for Learning

Conditions for Learning

Through our involvement in Fogarty we introduced Explicit Direct Instruction (EDI) throughout the school in 2024 as part of our Whole School English Plan (WSEP). This implementation has been specific and deliberate to ensure fidelity. Staff have been stepped through the process using a mentoring approach, observations and an instructional coaching model. The plan moving forward is to build capacity within staff to peer observe and coach to "learn by doing".

Our Whole School English Plan consists of:

- Daily Review
- Heggerty
- PLD
- Talk 4 Writing
- Novel Study

The WSEP reduces variability in instruction across classrooms, giving students reliability, predictability and routine required to focus on content more intently, leading to improved progress and achievement. Below is an except from our original School Directions Document (SDD) that has been introduced through Fogarty, this is a working document and has changed throughout 2024, and will continue to evolve. This clearly illustrates our Moral Purpose, Aspirations and Focus Areas for the 2024 - 2026 learning cycle.

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The implementation of the Whole School English Plan is from **Teaching & Learning** focus area Our development of accurate data acquisition is from the **Data Consistency** focus area. These are prescriptive planning areas to build our Whole School Transformation Framework through Fogarty. Each of our Leadership team members have ownership of a focus area, which we have achieved through distributed leadership, giving aspirant staff members opportunity for growth.

Conditions for Learning
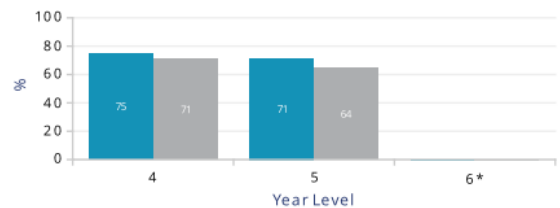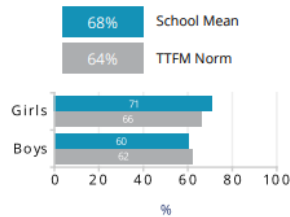
A safe and welcoming space

We provide our students with a safe and welcoming space. With small student numbers our school community feels like an extended family, where students across the grades know each other. This creates a unique environment when students across the school are able to play together. We encourage tree climbing and create play spaces in nature, competitive but fair sporting activities, as well as community involvement opportunities.

Our student behaviour policy, is based on PBS and we have many opportunities to celebrate our students daily with tokens, stickers and rewards, which encourages positive behaviours, along with a sense of belonging with routines that encourage them to achieve excellence to fly high and inspire learners to see far.

Our Tell Them From Me data in 2024 illustrated that students feel a sense of belonging and feel they are listened to. The data demonstrates they have an overall positive outlook towards their schooling

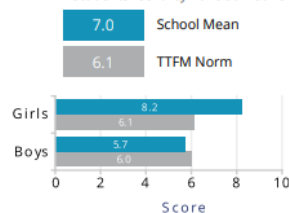### Students who are interested and motivated

Students are interested and motivated in their learning.

68%	School Mean
64%	TTFM Norm

Girls 71 / 66
Boys 60 / 62

Year Level 4: 75 / 71
Year Level 5: 71 / 64
Year Level 6*

* data suppressed due to too few responses

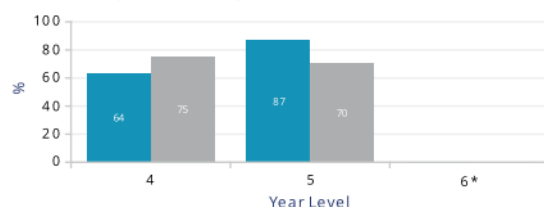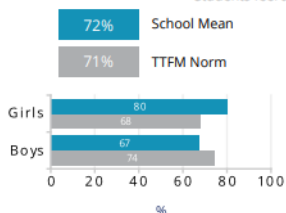### Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
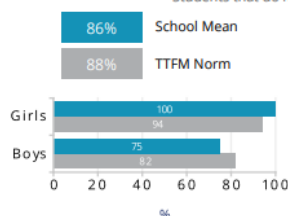
7.0	School Mean
6.1	TTFM Norm

Girls 8.2 / 6.1
Boys 5.7 / 6.0

Year Level 4: 6.1 / 6.1
Year Level 5: 7.8 / 6.1
Year Level 6*

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

72%	School Mean
71%	TTFM Norm

Girls 80 / 68
Boys 67 / 74

Year Level 4: 64 / 75
Year Level 5: 87 / 70
Year Level 6*

Year 6 data supressed due to student numbers.

Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

86%	School Mean
88%	TTFM Norm

Girls 100 / 94
Boys 75 / 82

Year Level 4: 82 / 88
Year Level 5: 93 / 88
Year Level 6*

Conditions for learning

Attendance

Maintaining regular attendance impacts positively on student achievement and this is something that we strive to improve. In 2024 we implemented the Attendance Cup in order to highlight the importance of regular attendance to students and the community. Each fortnight the class with the highest % attendance is awarded the Cup. This is communicated to parents through the newsletter. Parents are encouraged to give a reason when their child is absent, and using the newsletter to demonstrate the impact of regular absences, we have found that there has been a 6% increase in authorised absences during 2024
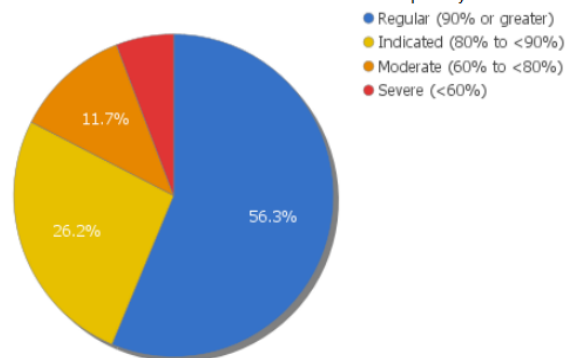
Attendance Overall

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	82.9%	85.9%	88.3%	73.8%	72.9%	69.5%	81.8%	83.8%	86.6%
2023	86.5%	88.6%	90.3%	62.2%	75.9%	74.3%	84.8%	86.5%	88.9%
2024	87.1%	89.4%	91.0%	84.5%	77.3%	74.3%	87.0%	87.2%	89.4%

Attendance Category

	Regular	At Risk		
		Indicated	Moderate	Severe
2022	27.3%	39.0%	28.6%	5.2%
2023	40.7%	33.7%	18.6%	7.0%
2024	56.3%	26.2%	11.7%	5.8%
Like Schools 2024	55.7%	24.9%	13.2%	6.2%
WA Public Schools 2024	65.0%	23.0%	9.0%	4.0%

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	84.5%	5	4	1	1	83%	17%
PPR	88.8%	9	7	1	1	60%	40%
Y01	74.4%	3	2	2	3	83%	17%
Y02	87.0%	12	3	3	1	48%	52%
Y03	88.4%	10	2	3		59%	41%
Y04	86.6%	5	4	2		63%	37%
Y05	91.0%	15	7			76%	24%
Y06	85.6%	4	2	1	1	45%	55%
Compulsory	87.0%	58	27	12	6	64%	36%

Reports

Attendance Summary Report

Longitudinal Attendance Report   **Conflicts and Faults**   0

Increasing Unauthorised Absence Report

Attendance Profile 2024 Semester 1 Compulsory
- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

56.3% / 26.2% / 11.7%

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	88.3%	7	3	1	1	86%	14%
PPR	84.7%	6	7	3	1	64%	36%
Y01	79.8%	5	2	2	4	96%	4%
Y02	84.9%	10	8	1	3	57%	44%
Y03	88.0%	8	4	2	3	66%	34%
Y04	86.8%	5	7	1	1	81%	19%
Y05	86.9%	13	6	2	1	58%	42%
Y06	85.2%	3	2	2	1	74%	26%
Compulsory	85.4%	50	36	13	14	70%	30%

Reports

Attendance Summary Report

Longitudinal Attendance Report   **Conflicts and Faults**   0

Increasing Unauthorised Absence Report

Attendance Profile 2024 Semester 2 Compulsory
- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
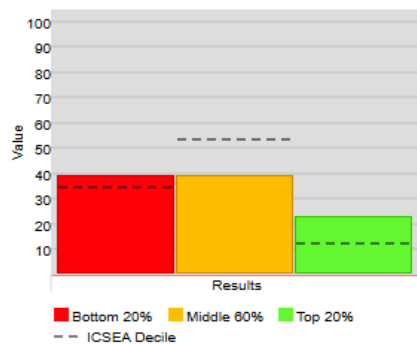- Severe (<60%)

44.2% / 31.9% / 11.5% / 12.4%
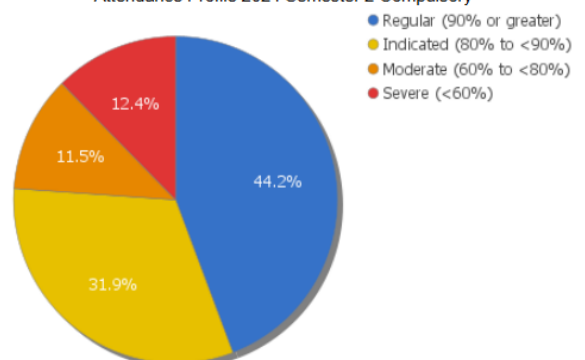
Student Results
K-2

On Entry results Term 1 2024

On-Entry - Numeracy
Results compared to ICSEA Decile including data from other schools

Legend: Bottom 20% | Middle 60% | Top 20% | - - ICSEA Decile

On-Entry - Reading
Results compared to ICSEA Decile including data from other schools

Legend: Bottom 20% | Middle 60% | Top 20% | — ICSEA Decile
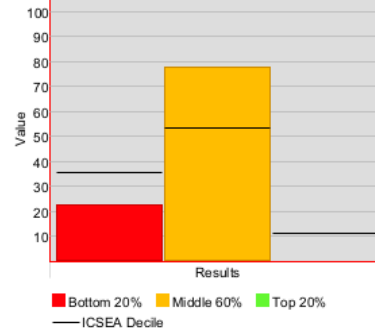
On-Entry - Writing
Results compared to ICSEA Decile including data from other schools

Legend: Bottom 20% | Middle 60% | Top 20% | — ICSEA Decile
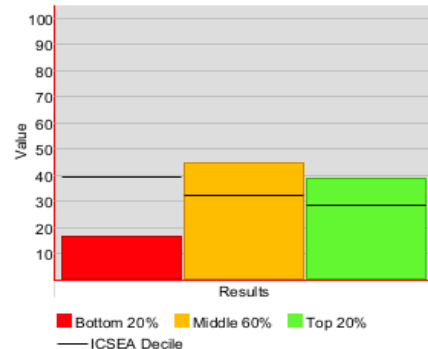
This data evidences that students have overall comparative performance against "like schools" (ICSEA data). Numeracy requires some intervention with basic number facts and pre-numeracy skills, and the NAPLAN data for Year 3 is reflective of this also. Numeracy has a number of literacy elements in it so if the child is experiencing difficulties in literacy this will affect their numeracy acquisition.

The On Entry Reading results are pleasing, and with our Kindy Readiness sessions (for enrolments for the following year's Kindergarten) beginning in term 3 each year, pre-literacy screening is completed informally during this time.
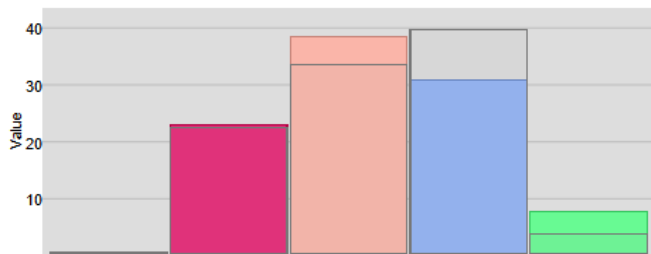
Student Results

Years 3-6

NAPLAN assessment results for YEAR 3 2024.

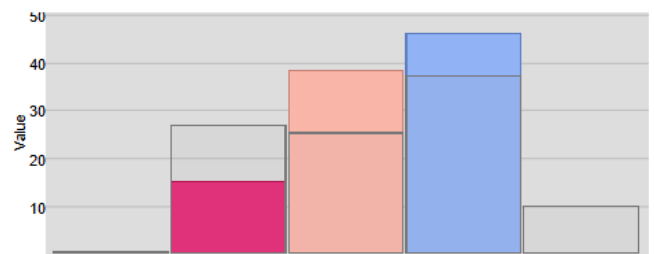Numeracy - Proficiency
Filters : All Students

Proficiency Cut Scores (NAPLAN)
■ 493 <   ■ 378 - 492   ■ 311 - 377   ■ < 310

Reading - Proficiency
Filters : All Students

Proficiency Cut Scores (NAPLAN)
■ 481 <   ■ 368 - 480   ■ 282 - 367   ■ < 281

Writing - Proficiency
Filters : All Students

Proficiency Cut Scores (NAPLAN)
■ 503 <   ■ 370 - 502   ■ 296 - 369   ■ < 295

Spelling - Proficiency
Filters : All Students
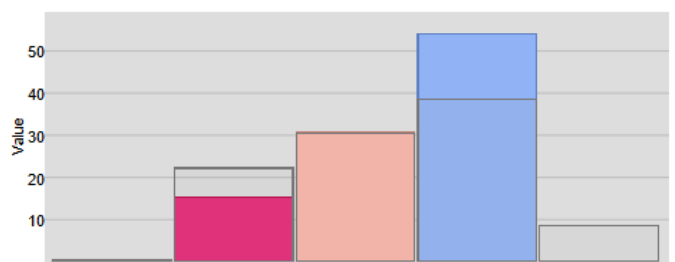
Proficiency Cut Scores (NAPLAN)
■ 489 <   ■ 380 - 488   ■ 294 - 379   ■ < 293

Grammar - Proficiency
Filters : All Students

Proficiency Cut Scores (NAPLAN)
■ 523 <   ■ 404 - 522   ■ 312 - 403   ■ < 311

Data indicates that our school wide writing programs Talk 4 Writing and Seven Steps to Writing Success are showing positive results. Spelling, through PLD, and Numeracy, through MathsTrek, our whole school programs are also improving results. This confirms for our students that having whole school mandated programs results in continuity and fidelity in teaching, leading to improvement in student achievement.

Student Results

Years 3-6

Numeracy - Proficiency

Filters : All Students

Exempt   Needs Additional Support   Developing   Strong   Exceeding

Proficiency Cut Scores (NAPLAN)
577 <   451 - 576   386 - 450   < 385

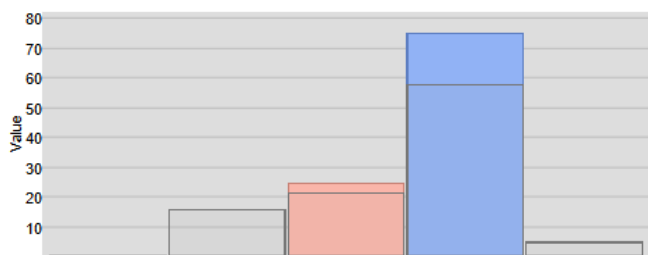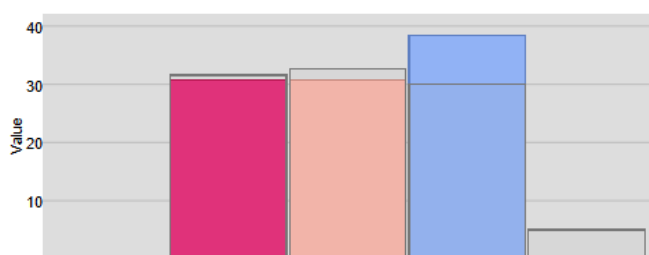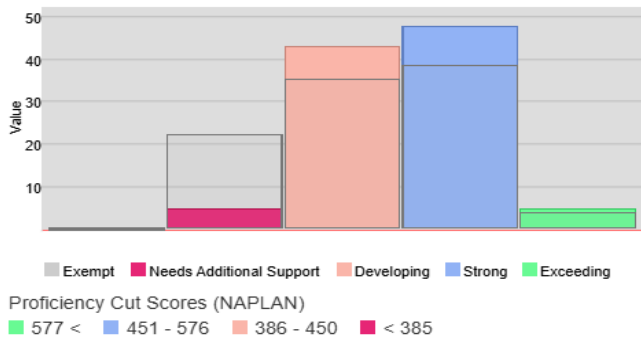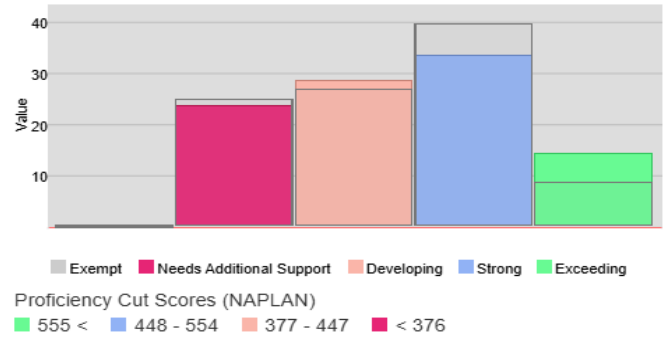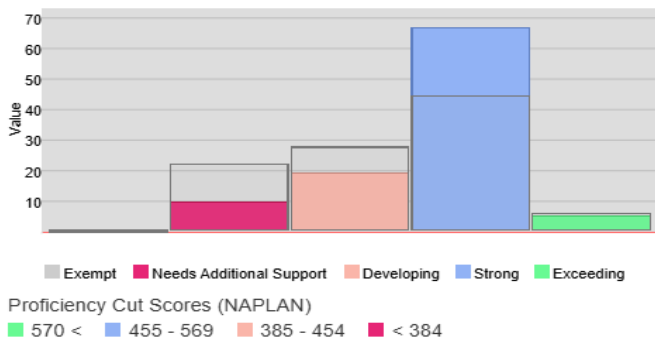### Reading - Proficiency

Filters : All Students

Exempt   Needs Additional Support   Developing   Strong   Exceeding

Proficiency Cut Scores (NAPLAN)
555 <   448 - 554   377 - 447   < 376

Writing - Proficiency

Filters : All Students

Exempt   Needs Additional Support   Developing   Strong   Exceeding

Proficiency Cut Scores (NAPLAN)
570 <   455 - 569   385 - 454   < 384

Spelling - Proficiency

Filters : All Students

Exempt   Needs Additional Support   Developing   Strong   Exceeding

Proficiency Cut Scores (NAPLAN)
553 <   451 - 552   378 - 450   < 377

Grammar - Proficiency

Filters : All Students

Exempt   Needs Additional Support   Developing   Strong   Exceeding

Proficiency Cut Scores (NAPLAN)
582 <   470 - 581   397 - 469   < 396

NAPLAN assessment results Year 5 2024.

Our data indicates that our student achievement is comparable to "like schools". We have strong performance data in writing and spelling, due to our mandated programs. Reading will require additional interventions and with the implementation of our LSC role in 2024, we plan to use EI in PP-3 to move students requiring additional support into developing and strong in literacy as they move to the senior years. Numeracy continues to be tracking positively due to mandated whole school programs.

Specialist programs

At Lancelin Primary we are proud to offer 3 specialist programs for the students. We cater for all aspects of the curriculum with well planned child centred plans that allow for personal growth and areas of interest.

The Arts

We offer Visual, Arts, Music and Drama in our Arts program. Semester 1 focussed on Visual Arts with Music and Drama for semester 2. Art work is displayed for parents during the term and is sent home at the end of the semester in a portfolio. The culmination of the music and drama program is the end of year concert presented from K-6 at the presentation evening for families.

Science

One of our priority areas, Science and Technologies is offered for students to enhance their understanding of fundamental Science content and technologies. Students undertake weekly sessions involving hands-on opportunities to see how the world works, and how they can impact change. Students participate in Science Week in Term Three, and along with our partnership with Tronox, we demonstrate to the students how Science and technologies are an integral part of our world, through expo's and incursions.

Auslan

A new addition to our specialist programs in 2024, Auslan has been chosen as our language component of the curriculum due to its universal application and ability to extend inclusivity. Students from K to Year 6 participate weekly learning Auslan, with a qualified Auslan educator, fingerspelling, communicating and understanding sign language. Students perform songs using Auslan in class and at assemblies, with classroom teachers adopting Auslan in their rooms incorporating simple signing for our students with additional needs.

Financial Summary

School:	Lancelin Primary School	School Year:	Dec 2024 (Verified Dec Cash)
Region:	North Metropolitan Region	Aria:	3.65
		Distance to Perth (km):	115.92

One Line Budget

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	$	38,234	38,234	0
Carry Forward (Salary):	$	55,479	55,479	0
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	$	1,745,973	1,745,973	0
Locally Raised Funds:	$	53,180	57,708	-4,528
Total Funds:	$	**1,892,866**	**1,897,393**	**-4,528**
EXPENDITURE				
Salaries:	$	1,522,571	1,522,571	0
Goods and Services (Cash):	$	273,803	259,802	14,001
Total Expenditure:	$	**1,796,374**	**1,782,373**	**14,001**
Variance:	$	**96,492**	**115,020**	**-18,529**

Student-Centred Funding

Per Student	$	935,824.00
School and Student Characteristics	$	689,826.96
Disability Adjustments	$	25,826.71
Targeted Initiatives	$	63,865.11
Operational Response Allocation	$	30,629.76
Regional Allocation	$	0.00
Total	$	**1,745,972.54**

Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	$	1,803,680
Minimum Expenditure Requirement		
96% of current budget	$	1,731,533
10% of carry forward	$	
Total Minimum Expenditure	$	**1,731,533**
Current Forecast Expenditure		
Salaries	$	1,522,571
Goods and Services (Cash Expenditure)	$	239,802
Total Forecast Expenditure (cash and salaries)	$	**1,762,373**

Bank Account Balances (Cash)

Bank Account	$	69,582.57
Investment Account(s)	$	44,879.31
Building and Other Funds Account	$	0.00
Total for all Bank Accounts*	$	**114,461.88**

*Reserve balances are included in the total

Reserve Account Balances

Curriculum Server Reserve $5K+	$	10,000.00
Admin Server Reserve $5k+	$	13,075.71
Ride-On Mower Replace Res	$	3,354.59
IWB Replacement - BLI	$	15,145.76
Playground Equipment Res - BLI	$	12,000.00
PA System Reserve	$	24,702.70
Total for all Reserve Accounts	$	**78,278.76**