



**South Newman  
Primary School**

Iron, spirit & courage

# 2022



# ANNUAL REPORT

# SCHOOL OVERVIEW

South Newman Primary School is an Independent Public School located in the heart of the Pilbara region of Western Australia.

As an Independent Public School, we provide a supportive learning environment to foster successful, motivated learners who strive to achieve their best.



## VISION STATEMENT

**Eyes on the learning.  
Eyes on the future.**

South Newman Primary School provides a range of education opportunities and experiences for approximately 380 students from Kindergarten to Year Six. The school staff work collaboratively to make a positive contribution to the effective operation of the school.

## OUR MOTTO

To meet the needs of every student, our school strives to attain high academic achievement and personal growth. This is accomplished through continued cooperation between school, community, parents and students. We foster a school climate that is safe, inclusive and supportive of individual students, facilitating each student to achieve success.

## OUR VALUES

Our school values of Respect, Responsibility and Care and Compassion are used in our everyday dealings with each other and in the development of our programs and policies. These values form the mural purpose of our school and foundation for ensuring the best school environment for all our students, staff and members of the community. This is what we call 'The Newman Way'. We value our diversity and are proud of our inclusive environment.

### THE NEWMAN WAY Respect



Be considerate and follow the rules

Use your manners

Respect yourself and others



SOUTH NEWMAN PRIMARY SCHOOL

### THE NEWMAN WAY Responsibility



Behave responsibly toward teachers, students and others

Take responsibility for your own learning

Keep the school tidy and clean



SOUTH NEWMAN PRIMARY SCHOOL

### THE NEWMAN WAY Care & Compassion



Support the school, friends and others

Accept and appreciate differences in others

Treat people how you would like to be treated



SOUTH NEWMAN PRIMARY SCHOOL



# PRINCIPAL'S ADDRESS

Welcome to the 2022 Annual Report for South Newman Primary School (SNPS). 2022 was a year like no other at our school. The global pandemic hit our little town in the heart of the Pilbara which in turn had a significant impact on our school. Restrictions, isolating, surgical masks and constant change tested our community and indeed our school to remain flexible and vigilant whilst still having our eyes on the learning. In true Iron, Spirit and Courage we forged through it all, emerging stronger and more resilient than ever before. With the support from our staff and school community we learnt new online skills, holding digital assemblies and navigating the constantly updating communications on the school's digital communication platforms. Covid definitely tested us all and I am happy to be able to look back and feel very proud of every student, staff member and all families and Newman Community for working with us to keep the school open and continue to focus on learning.

Although we missed some significant school events at the beginning of the year, we did resume full operations and we able to enjoy many whole school events and occasions by the end of the year. Athletics Carnivals, Bloody Slow Cup Assembly, P&C Colour Run, Book Week Parades and ending with a fantastic World Tour for our Christmas Concert.

SNPS sadly said goodbye to many students, families and staff by the end of the year; however, we were also very excited to welcome many new people to the Sunny South Newman Primary School Community. It was wonderful to watch our positive, collaborative and welcoming school culture in action as each new student, family and staff were welcomed and supported using the Newman Way values of our school.

The core business of learning at SNPS forged ahead throughout 2022. The unrelenting focus of student progress and achievement has yielded some wonderful results from the students. We continued on our Explicit Instruction journey in 2022, now into our fourth year. Remaining current in evidence-based research of best practice in teaching and learning, SNPS has continued to grow in knowledge and in the effective delivery of the curriculum, providing targeted education for every single student at our school.

I now invite you to read the Annual Report for 2022 and join with me in celebrating what successful and rewarding year it has been for student, parents, staff and the South Newman Primary School Community in 2022.

Kind regards

Sonia Hammond  
*Principal*



# SCHOOL BOARD

Welcome to the 2022 South Newman Primary School Annual Report

Firstly, I would like to acknowledge the Traditional Owners of the land where our school resides – the Nyiyparli people have a long history on this land and honour their ongoing connection to country. I'd also extend that to all Aboriginal and Torres Strait Islanders in our region and pay respects to their Elders of the past, those in the present and those to come.

I had the honour of stepping into the role of Board Chair after long-time resident and previous chair Gerry Parsons departed. I'd like to take the opportunity to thank Gerry for her wonderful contributions as Board Member and Chair over the last few years. She had been a pillar in our community for so many years and her support of South Newman Primary School long after her children had left our gates is a legacy we love to celebrate.

Since becoming Chair we had welcomed new member Aurea Smith and said goodbye to Sean O'Hanlon. I'd like to take this moment to thank the ongoing members of the board who have been able to provide great insight into the culture of the school through the lens of our Parents and Teachers.

Improvements of the school have continued with erection of our Welcome totem poles at the school entrance, new signage and implementing our new school vision statement "Eyes on the Learning, Eyes on the future" – fitting all aspects of our school.

It has been very pleasing to see students and teacher's efforts being paid off with NAPLAN results, achieving above like schools in both Literacy and Numeracy - regardless of the challenges we saw at the start of the school year at the tail end of our COVID regulations. I look forward to seeing the ongoing success of the school's programs including a second year of Clontarf, Stars Foundation and the introduction of AUSLAN lessons taking over from our German Language studies.

I would like to conclude with a big Thank You to all of the staff at SNPS, it has been a pleasure seeing the wonderful work you have done in upholding the values and vision of South Newman Primary School.

Kind Regards  
Karen Lou Lockyer  
*School Board Chair*





# NAPLAN

The 2022 NAPLAN results were received later in the year than anticipated due to delays associated with COVID. Overall, the results indicated a plateau of the Year 3 achievement and an improvement in Year 5 achievement. South Newman Primary School (SNPS) carefully monitor student progress and achievement throughout the year, so the results were as we expected and not a disappointment. All the data indicated that SNPS were in the expected and above expected range and more significantly, above 'like schools' in nearly all assessments which is a wonderful achievement.

A similar number of students completed the assessments in Year 3 however the Year 5 cohort of students was significantly more than in 2021: 13 more students completing the assessments. In analysing the Year 3 results, a drop in results occurred in 2022 across all assessments. This has been critically addressed at a curriculum planning and teaching and learning level. Although a drop in results, the Year 3 results are significantly higher than those of our 'like schools' which is cause for celebration.

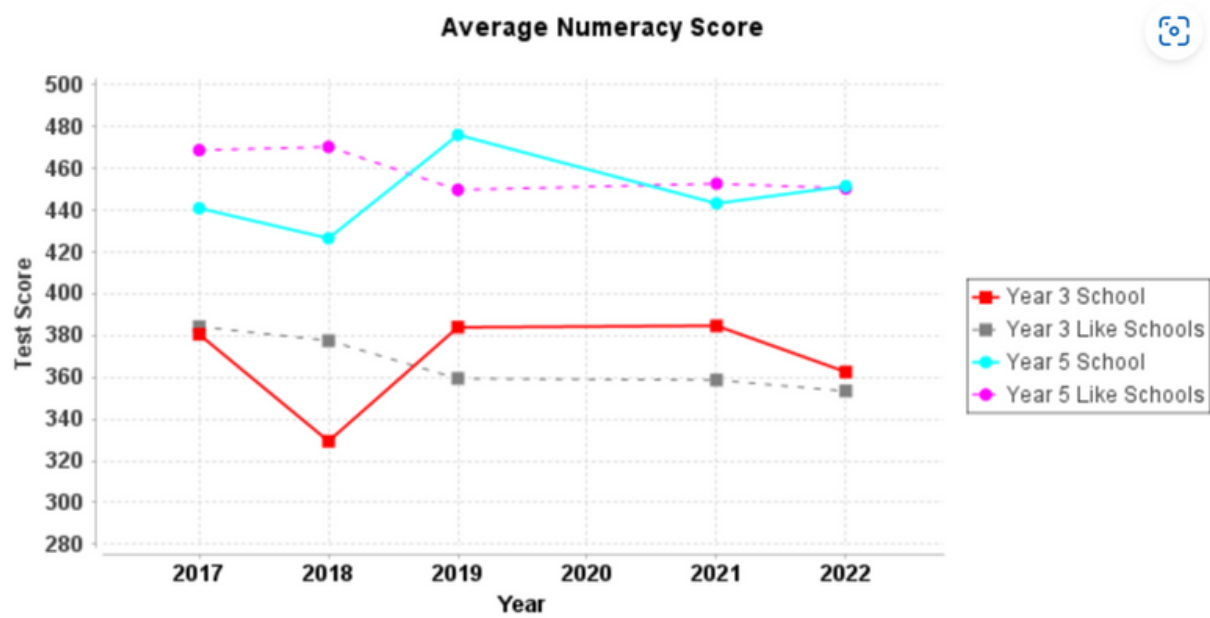
The Year 5 results were very similar to the previous achievement in 2021 with Reading being the exception, where a drop in results was noted. Year 5 Reading was also the only assessment where SNPS scored slightly lower than our 'like schools'. However, the Year 5 Writing score was a good improvement. These results affirmed that the teaching in learning between Year 3 and Year 5 have made a positive impact on student progress and achievement.

We are looking forward to seeing the 2023 NAPLAN results. The NAPLAN assessments will be administered earlier in the year, which make the results available sooner which in will assist us to critically analyse the data and make further positive decisions in the teaching and learning program planning at SNPS.

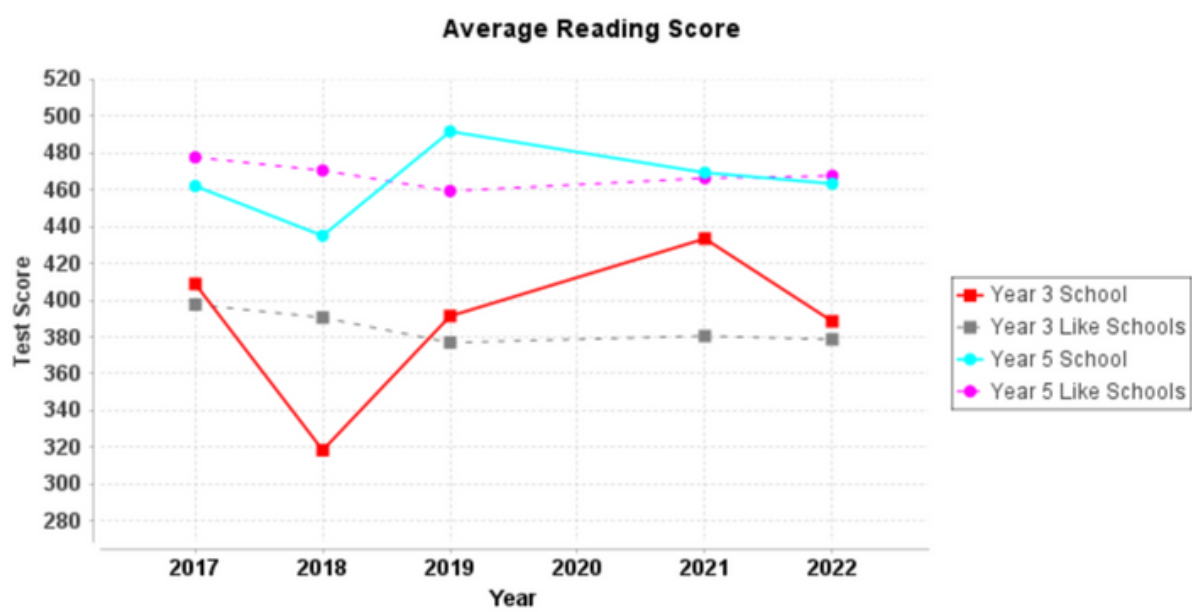
Sonia Hammond  
*Principal*



NUMERACY PERFORMANCE

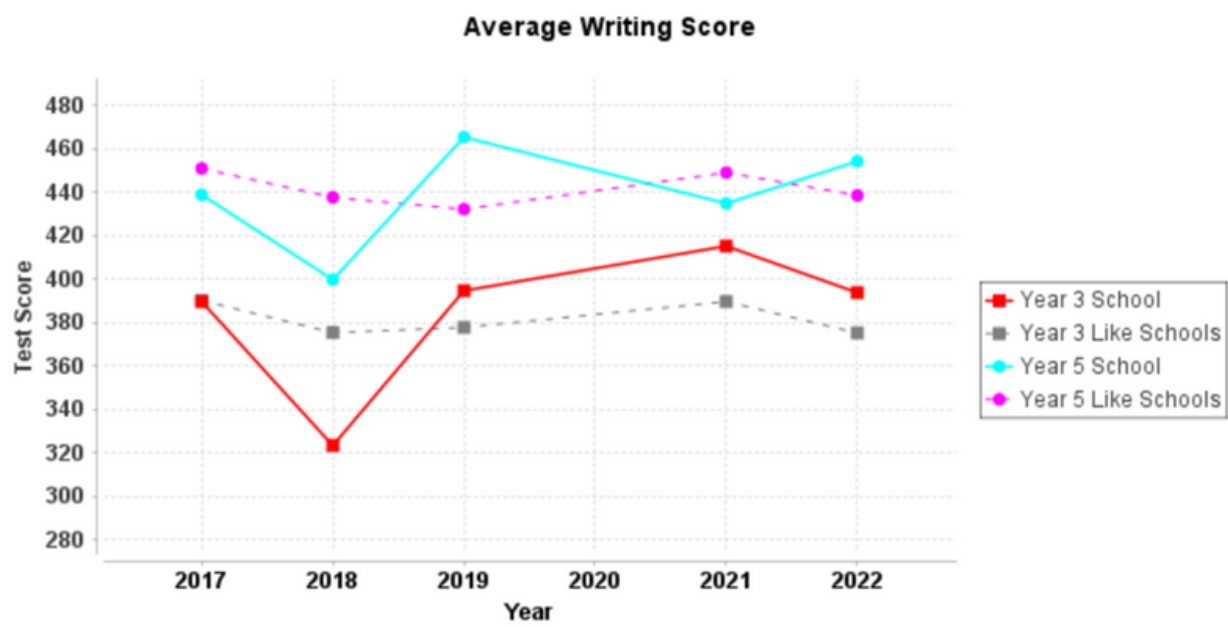


READING PERFORMANCE

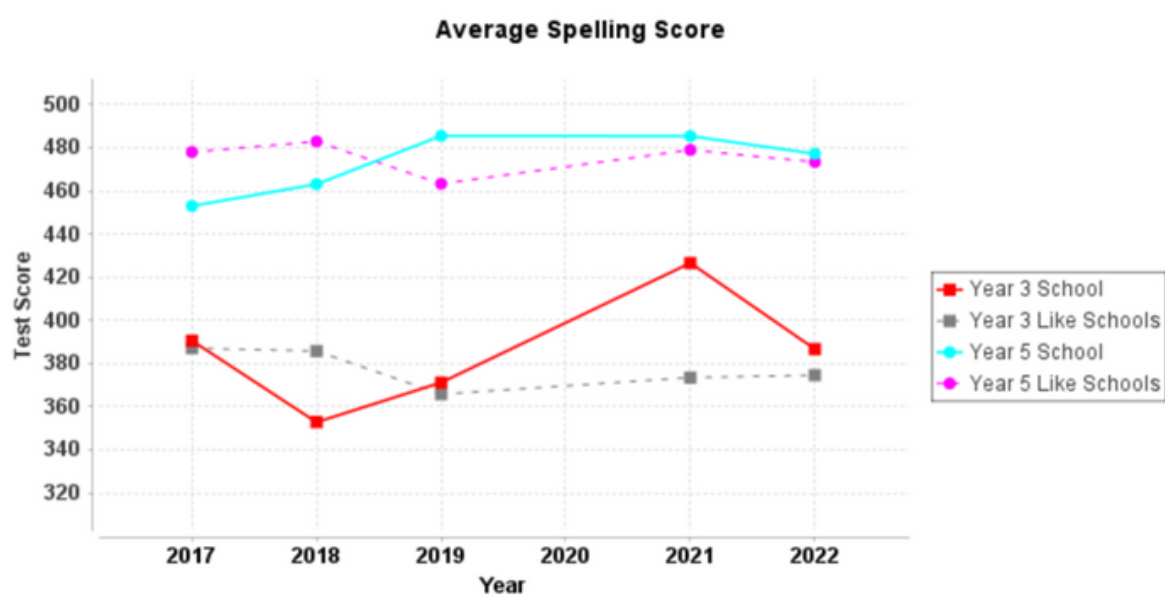




WRITING PERFORMANCE

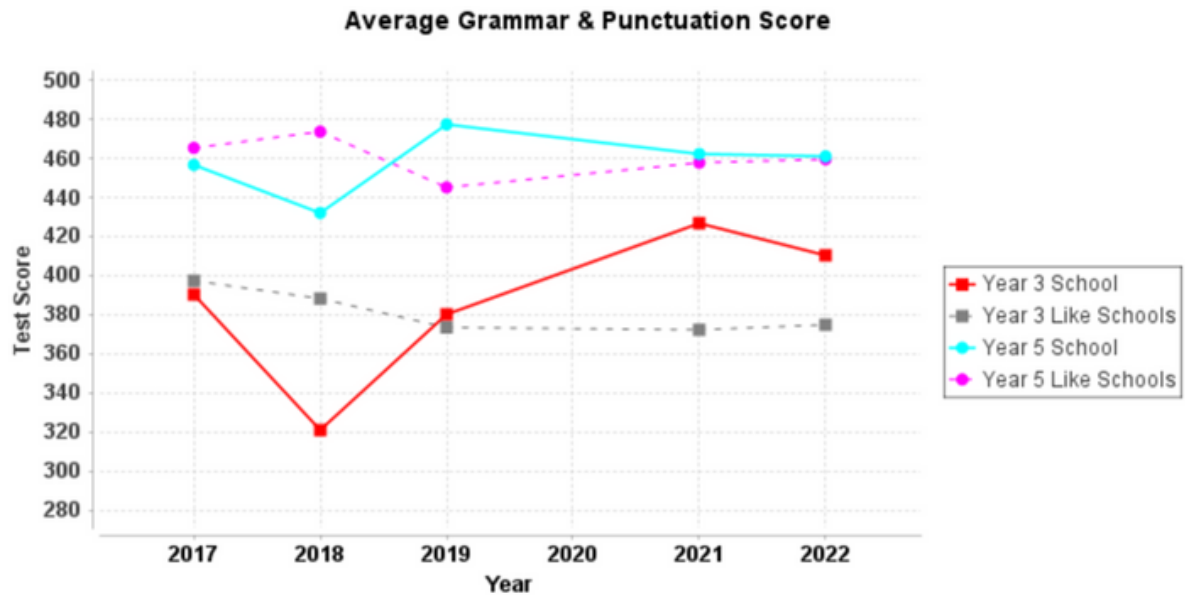


SPELLING PERFORMANCE



# NAPLAN

## GRAMMAR AND PUNCTUATION PERFORMANCE





# EXPLICIT INSTRUCTION



Since the beginning of 2019 South Newman Primary School (SNPS) has implemented John Fleming's Explicit Instruction teaching model as a whole school approach to teaching and learning. Mr John Fleming was employed by the school as a consultant to assist in the implementation of the teaching pedagogy. SNPS has had excellent results with explicit instruction not only forming part of what we do at South Newman Primary School but engrained in the culture of our wonderful school.

Mr Fleming visited our school twice last year and spends his time observing and providing feedback on the teaching and learning happening in the classrooms to our teachers. He also spends time with the Administration team to analyse the data and consults with regards to areas of success and growth and setting goals for the school in the future. The staff at SNPS greatly value the input and opportunity to receive feedback and professional learning from Mr Fleming during each visit.

All evidence of best practice to achieve maximum student progress and achievement at school is to have a whole school-wide teaching and learning approach that it implemented with fidelity and consistency. We are very proud to have achieved this along with a collaborative culture of continual growth of teachers and support staff using the Explicit Instruction teaching method which provides security and consistency for students to reach their potential. All staff at SNPS embrace this model and relish in opportunities to hone their skills and learn from one another guided by the evidence-based research that underpins the programs and curriculum delivery at our school.

Educators at SNPS have added a lesson intention and success criteria to every lesson that is taught at our school. This provides student with the knowledge and specific steps that they need to have success at during the lessons. Including these elements has assisted staff to plan meticulously for each lesson ensuring that every student is catered for and has an opportunity for success.

We are very happy to report that the success of this teaching and learning approach has continued to engage the students in a high-quality education at SNPS and we are very much looking forward to setting new goals and continuing to refine the teaching and learning using explicit instruction so that every student at SNPS has opportunity for growth, progress and positive engagement with learning. Mr John Fleming will continue to be a consultant in the development of Explicit Instruction at South Newman Primary School in 2023.

Sonia Hammond  
*Principal*



# LETTERS AND SOUNDS

SNPS uses Letters and Sounds (L&S) as its high-quality phonics program. It comprises of 6 Phases, Phase 1 is delivered in Kindy, Phases 2 and 3 are recommended for Pre-primary and Phases 4 and 5 are delivered in Year 1 and 2. Letters and Sounds enables children to see the relationship between reading and spelling from an early stage, such that the teaching of one reinforces understanding of the other. Decoding (reading) and encoding (spelling) are treated as reversible processes. At SNPS students are placed into like ability grouping and complete a 30-minute daily Letters and Sounds session. Planning has been developed by the leadership group of the school and during weeks 8 or 9 of each term students are assessed and placed into the next Phase if they are ready.

2022 – Planning was revised and modified in Phases 1-3 to suit the student’s needs. SNPS continue to have an increased number of students completing the L&S program. Two staff members were trained as Letters and Sounds trainers and all Early Years Staff including Education Assistants have been formally trained in Letters and Sounds curriculum delivery. Phase 5 planning will be prioritised and will heavily focus on dictation writing and the spelling rules.

## Pre-Primary Letters and Sounds Data Phase Grouping - Longitudinal Data

2022		2021		2020		2019		2018	
Term 1									
Phase 1.5	90%	Phase 1.5	98%	Phase 1	N/A	Phase 1	N/A	Phase 1	N/A
Phase 2	10%	Phase 2	2%	Phase 2	N/A	Phase 2	N/A	Phase 2	N/A
Term 2									
Phase 1.5	58%	Phase 1.5	57%	Phase 1	NA	Phase 1	N/A	Phase 1	N/A
Phase 2	42%	Phase 2	42%	Phase 2	100%	Phase 2	100%	Phase 2	N/A
Phase 3A	0%	Phase 3A	1%	Phase 3A	N/A	Phase 3A	N/A	Phase 3A	N/A
Term 3									
Phase 1.5	41%	Phase 1.5	36%	Phase 1.5	32%	CTC	25%		
Phase 2	48%	Phase 2	20%	Phase 2	39%	Phase 2	54%	Phase 2	N/A
Phase 3A	11%	Phase 3A	42%	Phase 3A	27%	Phase 3A	21%	Phase 3A	N/A
Phase 3B	0%	Phase 3B	0%	Phase 3B	2%	Phase 3B	0%	Phase 3B	N/A
Term 4									
Phase 1.5	11%	Phase 1.5	18%	Phase 1.5	18%	CTC	24%		
Phase 2	49%	Phase 2	23%	Phase 2	23%	Phase 2	23%	Phase 2	N/A
Phase 3A	29%	Phase 3A	34%	Phase 3A	34%	Phase 3A	36%	Phase 3A	N/A
Phase 3B	11%	Phase 3B	23%	Phase 3B	23%	Phase 3B	17%	Phase 3B	N/A
Phase 4	0%	Phase 4	2%	Phase 4	2%	Phase 4	0%	Phase 4	N/A



## Year 1 Letters and Sounds Data Phase Grouping - Longitudinal Data

2022		2021		2020		2019		2018	
Term 1									
Phase 1.5	10%	Phase 1.5	19%	Phase 1		Phase 1	0%	Phase 1	
Phase 2	23%	Phase 2	10%	Phase 2	38%	Phase 2	19%	Phase 2	
Phase 3A	23%	Phase 3A	24%	Phase 3A	17%	Phase 3A	33%	Phase 3A	
Phase 3B	35%	Phase 3B	28%	Phase 3B	36%	Phase 3B	25%	Phase 3B	
Phase 4	10%	Phase 4	17%	Phase 4	9%	Phase 4	13%	Phase 4	
Phase 5A	0%	Phase 5A	2%	Phase 5A	0%	Phase 5A B	10%	Phase 5A	
Term 2									
Phase 1.5	10%	Phase 1.5	7%	Phase 1	0%	Phase 1	0%	Phase 1	
Phase 2	14%	Phase 2	14%	Phase 2	28%	Phase 2	15%	Phase 2	
Phase 3A	24%	Phase 3A	26%	Phase 3A	22%	Phase 3A	18%	Phase 3A	
Phase 3B	30%	Phase 3B	23%	Phase 3B	25%	Phase 3B	33%	Phase 3B	
Phase 4	20%	Phase 4	14%	Phase 4	18%	Phase 4	15%	Phase 4	
Phase 5A	2%	Phase 5A	16%	Phase 5A	7%	Phase 5A	14%	Phase 5A	
Phase 5B	0%	Phase 5B	2%	Phase 5B	0%	Phase 5B	5%	Phase 5B	
Term 3									
Phase 1.5	10%	Phase 1.5	10%	Phase 1.5	6%	Phase 1	0%	Phase 1	0%
Phase 2	15%	Phase 2	5%	Phase 2	11%	Phase 2	4%	Phase 2	16%
Phase 3A	25%	Phase 3A	15%	Phase 3A	26%	Phase 3A	18%	Phase 3A	27%
Phase 3B	21%	Phase 3B	17%	Phase 3B	26%	Phase 3B	27%	Phase 3B	30%
Phase 4	8%	Phase 4	22%	Phase 4	10%	Phase 4	20%	Phase 4	22%
Phase 5A	21%	Phase 5A	12%	Phase 5A	18%	Phase 5A	20%	Phase 5A	5%
Phase 5B	0%	Phase 5B	17%	Phase 5B	3%	Phase 5B	10%	Phase 5B	0%
Phase 5 C D	0%	Phase 5 C D	2%	Phase 5 C D	0%	Phase 5 C D	2%	Phase 5 C D	0%
Term 4									
Phase 1.5	6%	Phase 1.5	5%	Phase 1.5	3%	Phase 1	0%	Phase 1	0%
Phase 2	11%	Phase 2	7%	Phase 2	12%	Phase 2	0%	Phase 2	9%
Phase 3A	19%	Phase 3A	7%	Phase 3A	20%	Phase 3A	12%	Phase 3A	21%
Phase 3B	19%	Phase 3B	22%	Phase 3B	30%	Phase 3B	25%	Phase 3B	33%
Phase 4	17%	Phase 4	5%	Phase 4	6%	Phase 4	14%	Phase 4	13%
Phase 5A	9%	Phase 5A	27%	Phase 5A	22%	Phase 5A	29%	Phase 5A	11%
Phase 5B	19%	Phase 5B	12%	Phase 5B	3%	Phase 5B	12%	Phase 5B	13%
Phase 5 C D	0%	Phase 5 C D	15%	Phase 5 C D	3%	Phase 5 C D	8%	Phase 5 C D	0%



# Year 2 Letters and Sounds Data Phase Grouping - Longitudinal Data

Term 1									
Phase 1.5	6%	Phase 1.5	5%	Phase 1	0%	Phase 1	0%	Phase 1	
Phase 2	3%	Phase 2	3%	Phase 2	0%	Phase 2	8%	Phase 2	
Phase 3A	13%	Phase 3A	13%	Phase 3A	4%	Phase 3A	25%	Phase 3A	
Phase 3B	13%	Phase 3B	20%	Phase 3B	13%	Phase 3B	19%	Phase 3B	
Phase 4	23%	Phase 4	20%	Phase 4	20%	Phase 4	15%	Phase 4	
Phase 5A	25%	Phase 5A	10%	Phase 5A	20%	Phase 5A B	33%	Phase 5A	
Phase 5B	10%	Phase 5B	22%	Phase 5B	26%	Phase 5C D	0%	Phase 5B	
Phase 5 C D	26%	Phase 5 C D	7%	Phase 5 C D	17%			Phase 5 C D	
Term 2									
Phase 1.5	6%	Phase 1.5	3%	Phase 1	0%	Phase 1	0%	Phase 1	
Phase 2	3%	Phase 2	8%	Phase 2	2%	Phase 2	6%	Phase 2	
Phase 3A	6%	Phase 3A	14%	Phase 3A	4%	Phase 3A	12%	Phase 3A	
Phase 3B	43%	Phase 3B	10%	Phase 3B	6%	Phase 3B	23%	Phase 3B	
Phase 4	29%	Phase 4	14%	Phase 4	9%	Phase 4	16%	Phase 4	
Phase 5A	46%	Phase 5A	17%	Phase 5A	35%	Phase 5A	20	Phase 5A	
Phase 5B	0%	Phase 5B	17%	Phase 5B	17%	Phase 5B	13%	Phase 5B	
Phase 5 C D	17%	Phase 5 C D	17%	Phase 5 C D	27%	Phase 5 C D	10%	Phase 5 C D	
Term 3									
Phase 2	10%	Phase 2	5%	Phase 2	2%	Phase 2	4%	Phase 2	6%
Phase 3A	0%	Phase 3A	10%	Phase 3A	8%	Phase 3A	2%	Phase 3A	10%
Phase 3B	18%	Phase 3B	12%	Phase 3B	2%	Phase 3B	8%	Phase 3B	26%
Phase 4	3%	Phase 4	12%	Phase 4	0%	Phase 4	4%	Phase 4	16%
Phase 5A	25%	Phase 5A	14%	Phase 5A	24%	Phase 5A	23%	Phase 5A	16%
Phase 5B	28%	Phase 5B	19%	Phase 5B	28%	Phase 5B	21%	Phase 5B	12%
Phase 5 C D	16%	Phase 5 C D	29%	Phase 5 C D	36%	Phase 5 C D	17%	Phase 5 C D	14%
Term 4									
Phase 2	6%	Phase 2	4%	Phase 2	2%	Phase 2	0%	Phase 2	0%
Phase 3A	3%	Phase 3A	0%	Phase 3A	0%	Phase 3A	6%	Phase 3A	12%
Phase 3B	3%	Phase 3B	15%	Phase 3B	2%	Phase 3B	15%	Phase 3B	4%
Phase 4	19%	Phase 4	4%	Phase 4	4%	Phase 4	0%	Phase 4	25%
Phase 5A	6%	Phase 5A	22%	Phase 5A	6%	Phase 5A	29%	Phase 5A	41%
Phase 5B	16%	Phase 5B	10%	Phase 5B	19%	Phase 5B	19%	Phase 5B	0%
Phase 5 C	26%	Phase 5 C	29%	Phase 5 C	44%	Phase 5 C D	31%	Phase 5 C D	20%
Phase 5 D E	15%	Phase 5 D E	16%	Phase 5 D E	12%				





# SEMESTER 1 READING ASSESSMENT DATA

## Year 1

Term 1	No.	%	Percent	Term 2	No.	%	Percent
E	27	51%	74%	E	26	47%	64%
D	13	23%		D	9	17%	
C	11	21%	26%	C	10	10%	36%
B	2	5%		B	10	10%	
A	0	0%		A	0	0%	

## Year 2

Term 1	No.	%	Percent	Term 2	No.	%	Percent
E	9	29%	44%	E	8	24%	30%
D	5	15%		D	2	6%	
C	4	12%	56%	C	10	29%	70%
B	5	16%		B	3	9%	
A	9	28%		A	11	32%	

## Year 3

Term 1	No.	%	Percent	Term 2	No.	%	Percent
E	10	20%	34%	E	10	20%	28%
D	7	14%		D	4	8%	
C	7	14%	66%	C	6	6%	72%
B	14	29%		B	16	16%	
A	11	23%		A	13	13%	

## Year 4

Term 1	No.	%	Percent	Term 2	No.	%	Percent
E	9	19%	23%	E	10	20%	24%
D	2	4%		D	2	4%	
C	13	28%	77%	C	10	20%	76%
B	12	26%		B	16	34%	
A	11	23%		A	11	22%	

## Year 5

Term 1	No.	%	Percent	Term 2	No.	%	Percent
E	4	7%	20%	E	5	8%	20%
D	7	13%		D	7	12%	
C	7	13%	80%	C	7	12%	80%
B	12	22%		B	13	21%	
A	25	45%		A	28	47%	

## Year 6

Term 1	No.	%	Percent	Term 2	No.	%	Percent
E	6	19%	22%	E	4	12%	19%
D	1	3%		D	2	6%	
C	3	9%	78%	C	2	6%	81%
B	4	13%		B	6	19%	
A	18	56%		A	18	57%	

# SEMESTER 2 READING ASSESSMENT DATA

PP

Term 3	No.	%	Percent	Term 4	No.	%	Percent
E	23	46%	68%	E	17	34%	46%
D	22	22%		D	6	12%	
C	15	30%	32%	C	25	50%	54%
B	1	2%		B	1	2%	
A	0	0%		A	1	2%	

Year 1

Term 3	No.	%	Percent	Term 4	No.	%	Percent
E	21	43%	49%	E	16	32%	38%
D	3	6%		D	3	6%	
C	20	41%	51%	C	16	32%	62%
B	5	10%		B	13	26%	
A	0	0%		A	2	4%	

Year 2

Term 3	No.	%	Percent	Term 4	No.	%	Percent
E	9	26%	35%	E	8	26%	29%
D	6	18%		D	1	3%	
C	4	12%	65%	C	5	17%	71%
B	6	17%		B	5	17%	
A	9	27%		A	11	37%	

Year 3

Term 3	No.	%	Percent	Term 4	No.	%	Percent
E	11	23%	44%	E	9	19%	35%
D	10	21%		D	7	16%	
C	7	16%	56%	C	12	26%	65%
B	11	23%		B	5	11%	
A	8	17%		A	13	28%	

Year 4

Term 3	No.	%	Percent	Term 4	No.	%	Percent
E	14	30%	41%	E	9	21%	35%
D	5	11%		D	6	14%	
C	14	30%	59%	C	10	23%	65%
B	4	9%		B	9	21%	
A	9	20%		A	9	21%	

Year 5

Term 3	No.	%	Percent	Term 4	No.	%	Percent
E	8	14%	28%	E	5	8%	20%
D	8	14%		D	7	12%	
C	12	22%	72%	C	7	12%	80%
B	4	7%		B	13	21%	
A	24	43%		A	28	47%	

Year 6

Term 3	No.	%	Percent	Term 4	No.	%	Percent
E	5	16%	26%	E	5	15%	18%
D	3	10%		D	1	3%	
C	6	19%	74%	C	6	18%	82%
B	1	3%		B	4	12%	
A	16	52%		A	17	52%	

## Whole School Reading Data

E, D, C, B, A – refers to Reporting to Parents grades. The benchmark changes from Semester 1 to Semester 2 (reading expectations increase). All students are assessed in reading regularly, depending on their reading ability. Each term, year group teachers have a meeting with the Curriculum Deputy and discuss each student's reading skills. Students that need extra support are placed into intervention depending on their needs. Individual Education Plans (IEP) are developed for student deemed 'at risk'. Vast reading improvements were made throughout the year in Year levels; PP, Year 1, Year 2, and Year 6. Year 3 and Year 5 data shows similar percentage throughout the year.

## Speaking and Listening: On Entry Longitudinal Comparison to State 2017 - 2022

### Start of the Year 2017

### End of the Year 2017

WA state average range: 450- 474 54%

WA state average range: 525 - 549 46%

SNPS average range: 400-424 52%

SNPS average range: 500 – 524 46%

Start of Year		End of Year	
No of students	48	No of students	37
SNPS		SNPS	
% of students above state average	25	% of students above state average	46
% of students at the state average	17	% of students at the state average	8
% of students below the state average	58	% of students below the state average	46

### Start of the Year 2018

### End of the Year 2018

WA state average range: 450 – 474 54%

WA state average range: 525 – 549 47%

SNPS average range: 400 – 424 57%

SNPS average range: 575 – 599 44%

Start of Year		End of Year	
No of students	43	No of students	41
SNPS		SNPS	
% of students above state average	23	% of students above state average	56
% of students at the state average	19	% of students at the state average	32
% of students below the state average	58	% of students below the state average	12

### Start of the Year 2019

### End of the Year 2019

WA state average range: 450 – 474 54%

WA state average range: 525 – 549 48%

SNPS average range: 450 – 474 55%

SNPS average range: 550– 574 56%

Start of Year		End of Year	
No of students	53	No of students	50
SNPS		SNPS	
% of students above state average	44	% of students above state average	60
% of students at the state average	10	% of students at the state average	2
% of students below the state average	46	% of students below the state average	38



**Start of the Year 2020****End of the Year 2020**

WA state average range: 450 – 474 58%

WA state average range: 525 – 574 54%

SNPS average range: 400 – 424 56%

SNPS average range: 550 -574 57%

Start of Year		End of Year	
No of students	43	No of students	42
SNPS		SNPS	
% of students above state average	9	% of students above state average	43%
% of students at the state average	33	% of students at the state average	17%
% of students below the state average	58	% of students below the state average	39%

**Start of the Year 2021****End of the Year 2021**

WA state average range: 450 – 474 58%

WA state average range: 500 – 524 51%

SNPS average range: 425 – 449 51%

SNPS average range: 500 - 524 51%

Start of Year		End of Year	
No of students	57	No of students	54
SNPS		SNPS	
% of students above state average	30	% of students above state average	49
% of students at the state average	19	% of students at the state average	16
% of students below the state average	51	% of students below the state average	35

**Start of the Year 2022****End of the Year 2022**

WA state average range: 450 – 474 57%

WA state average range: 500 – 524 46%

SNPS average range: 375 – 399 50%

SNPS average range: 475 – 499 47%

Start of Year		End of Year	
No of students	56	No of students	51
SNPS		SNPS	
% of students above state average	22	% of students above state average	28
% of students at the state average	14	% of students at the state average	26
% of students below the state average	64	% of students below the state average	46

Key: Green- above state average Yellow – same as state average Red below state average

## Analysis

The state's average range at the start of year and end of year is consistent. However, in 2022 the SNPS's average was below the state average range. Pedagogy in 2018, 2019, 2020, 2021 and has had success; SNPS in comparison to the state has achieved superior data. In 2019 SNPS equalled the state average at the beginning of the year. 2017, 2018, 2020, 2021, 2022 SNPS started the year with students well below the state average.

**Successful Impact:** Programs/Pedagogy that has improved our data in PP: Explicit instruction approach – Warm-ups, daily vocab, Letter and Sounds (systematic phonics program), Words Grammar Fun, Heggerty Phonemic Awareness program, Phonological Awareness (yellow book), Small group teacher guided groups, collecting and integrating data, completing ON Entry at the end of year, upskilling EA's oral language knowledge, working with the Fremantle Language Development Centre. PP teachers working collaboratively and streaming abilities where necessary. SNPS is excellent at collecting data and using data to inform and judge learning - early intervention. Heggerty is now utilised for Tier 2 and Tier 1 intervention.

**Areas for improvements:** Increased knowledge and delivery of cued articulation and oral language concepts such as grammar, semantics, Blank's level of questioning and vocabulary. Scope and sequence of Oral Language Warm-up elements, Guided reading group – Oral language elements – Heggerty, WGF etc. Access to a speech pathologist in Newman. Implementation of the Articulation/Handwriting resource created by SNPS's deputies in 2022, for delivery in 2023. Also, during 2022, the Education Assistants who have had training and consultation with the Fremantle Language Development Centre will work one-on-one with students who need speech therapy in the Early years.

## On Entry 2019 - 2022 Pre-Primary Analysis

On Entry Progression Data Term 1- 4

\*Average scale score

Year	Speaking and Listening			Reading			Writing			Numeracy		
	Term 1	Term 4	Progression	Term 1	Term 4	Progression	Term 1	Term 4	Progression	Term 1	Term 4	Progression
2019	462	554	92	444	531	87	148	387	239	409	516	107
2020	392	555	163	434	539	105	180	429	249	404	537	133
2021	421	518	97	417	524	107	166	327	161	408	518	110
2022	384	488	104	416	490	74	145	309	164	388	487	99

Median Achievement – Term 1

Comparison to ICSEA Deciles

2020- SNPS Decile: 9 SNPS ICSEA: 902

2021- SNPS Decile: 8 SNPS ICSEA: 942

2022- SNPS Decile: 9 SNPS ICSEA: 928

## Pre-Primary Module 1 - Term 1

Start of Year compared to state data ICSEA Decile		Speaking and listening	Reading	Writing	Numeracy
2019	Decile 9 State Median	No data provided	439	210	408
	SNPS Median	472	456	176	408
2020	Decile 9 State Median	No data provided	445	210	415
	SNPS Median	406	445	176	422
2021	Decile 8-10 State Median	- No data provided	445	176	415
	SNPS Median	441	428	176	408
2022	Decile 9	-No data provided	434	176	415
	SNPS Median	406	416	141	390

*Below state median*

*Identical to state median*

*Above state median*

## Term 4 - Data State Average

End of Year - compared to state data		Speaking and Listening	Reading	Writing	Numeracy
2019	WA state average scale range	525-549	500-524	375-399	475 - 499
	SNPS	554	531	387	516
2020	WA state average scale range	525-549	500-524	375-399	475-499
	SNPS	551	535	430	550
2021	WA state average scale range	500-524	500-524	375-399	500-524
	SNPS	518	524	372	519
2022	WA state average scale range	525-549	500-524	375-399	475-499
	SNPS	488	490	309	487

*Below state range*

*Within state range*

*Above state range*



On Entry data shows that at the beginning of 2022, SNPS's Pre-primary cohort displayed skills below schools with 'like' cohorts in Reading, Numeracy and Writing. The data collected from the On Entry assessment, then dictated the areas staff needed to plan for. To gauge if our planning was effective, the Pre-primary teachers retested On Entry in Term 4. This data showed that the programs and planning that SNPS has implemented has improved student's skills and understanding. Unlike the beginning of the year, where SNPS compares the data to like-schools, SNPS compares the data to the state average scale score at the end of the year (lifting our expectations to align with the state average). The data shows that SNPS Pre-Primaries' average scale range is below the state's scale score in Speaking and Listening, Reading. Numeracy shows that SNPS students are within the state's average range. Writing will continue to be an area improvement and along with Speaking and Listening as a priority for 2023. Like-schools are schools in similar circumstances and facing similar challenges.

## Words Grammar Fun (WGF)

2022 - Grammar Screen	Grammar Development linked to WGF E=emerging<50% D=developing 50-80% C=Consistently 80-100%	Pre-Test  Age range: 3.5-4 years				Post-Test  Age range: 4.5-5 years				Variation				
Kindy Group		A	B				A	B			A	B		
Pronouns (He, She, They, etc)	D	33.3%	19.0%			C	50.9%	35.9%			17.6%	16.9%		
Auxiliary (is/he)	D	49.1%	25.2%			C	56.5%	30.7%			7.4%	5.5%		
Progressive 'ing'	C	60.2%	41.4%			C	91.7%	44.3%			31.5%	2.9%		
Possessive Pronouns	D	48.8%	21.3%			C	59.9%	36.8%			11.1%	15.5%		
Regular Past Tense	E	18.1%	17.1%			C	51.4%	30.5%			33.3%	13.4%		
Irregular Past tense	E	13.9%	2.9%			E	30.6%	14.8%			16.7%	11.9%		
Regular Plurals	C	70.4%	46.7%			C	96.3%	55.2%			25.9%	8.5%		
Irregular Plurals	E	9.6%	1.0%			E	13.0%	4.7%			3.4%	3.7%		
Conjunctions	E	32.0%	16.4%			C	69.9%	43.0%			37.9%	26.6%		
Sentence Explanations (adj)	E	13.2%	1.4%			E	31.9%	14.1%			18.7%	12.7%		
Total Percentage - Grammar		28.8%	27.8%				50.2%	51.1%			21.4%	23.3%		
Average		33.3%					50.7%				22.4%			



2022 - Semantics Screen	Grammar Development linked to WGF E=emerging<50% D=developing 50-80% C=Consistently 80-100%	Pre-Test Age range: 3.5-4 years				Post-Test Age range: 4.5-5 years				Variation			
Kindy Group		A	B			A	B			A	B		
Labelling Nouns	C	60.0%	32.3%			C	59.4%	37.5%		-0.6%	5.2%		
Description (Attributes)	C	55.6%	34.8%			C	72.2%	45.0%		16.6%	10.2%		
Labelling Functions	C	80.0%	47.9%			C	91.7%	55.6%		11.7%	7.9%		
Labelling Locations	C	60.0%	36.4%			C	73.6%	38.3%		13.6%	1.9%		
Labelling Verbs	C	73.3%	39.0%			C	87.0%	48.9%		13.7%	9.9%		
Explaining Differences	E	33.3%	13.8%			C	46.7%	43.3%		13.4%	29.5%		
Explaining Similarities	C	68.1%	20.5%			C	90.7%	43.9%		22.6%	23.4%		
Sorting Categories	C	50.0%	43.8%			C	65.3%	52.2%		15.3%	8.4%		
Labelling Categories	C	58.6%	31.6%			C	74.5%	34.2%		15.9%	2.6%		
Total Percentage - Grammar		58.6%	31.6%				74.5%	44.5%		15.9%	12.9%		
Average		58.6%					59.5%				14.4%		

Words Grammar Fun (WGF) is a program designed for Kindergarten and Pre-primary students; Phase 1 – Kindergarten students and Phase 2 - Pre-primary students and remediation for older students. WGF targets semantic and grammar skills. Semantics refers to the ability to express and understand the meaning of words. Grammar refers to the study of language which deals with the forms and structure of words and with their customary arrangement in phrases and sentences. During Term 1, Kindergarten students are assessed and in Term 2 and 3 the WGF program is administered. Term 4 students are reassessed. SNPS delivers WGF in Kindergarten twice a week. The activities are delivered in small groups and are short, sharp, and fun. Referring to the data tables there are two concepts in Grammar (1st table) and Semantics (2nd table). SNPS made improvements in all areas of Grammar. Two target areas of Grammar were achieved. Areas that made notable improvements were Pronouns, Possessive 'ing', Possessive Pronouns, Regular Plurals, Conjunctions, Labelling Functions, Labelling Verbs, Sorting Categories, Explaining Similarities. All data is analysed and assists in the following year's delivery of the program.

## Words Per Minute (WPM) - Wheldall Assessment of Reading Lists (WARL)

### Year 1

Initial Statistics			Initial Benchmark		
			>26	>18, <26	<18
Average Score	11.02090909	Percentages			
Below Threshold	33	75.00%			
Neutral	6	13.64%			
Above Average	5	11.36%			
Mid Statistics			Mid Benchmark		
			>46	>39, <46	<39
Below Threshold	34	73.91%			
Neutral	3	6.52%			
Above Average	9	19.57%			
End Statistics			End Benchmark		
			>46	>39, <46	<39
Average Score	40.64630435	Percentages			
Below Threshold	29	58.00%			
Neutral	4	8.00%			
Above Average	17	34.00%			

WARL – WPM tests are a quick and simple measure of reading automaticity. This assessment is designed to identify younger low-progress readers and used as one tool for monitoring reading progress. At the end of Year 1 the number of sight words read quickly is 46 or more to be considered achieving the reading WPM benchmark. Targets change from Term 1 to Term 4. Term 1 SNPS had 11% reading 26 words or more, Term 4 SNPS had 34% reading 46 words or more.

## Year 2

Initial Statistics			Initial Benchmark		
Average Score	41.57	Percentages	>54	>46, <54	<46
Below Threshold	13	52.00%			
Neutral	1	4.00%			
Above Average	11	44.00%			
Mid Statistics			Mid Benchmark		
Average Score	53.80	Percentages	>68	>58, <68	<58
Below Threshold	13	48.15%			
Neutral	2	7.41%			
Above Average	12	44.44%			
End Statistics			End Benchmark		
Average Score	60.93133333	Percentages	>68	>58, <68	<58
Below Threshold	11	36.67%			
Neutral	2	6.67%			
Above Average	17	56.67%			

At the end of Year 2 the number of sight words read quickly is 68 or more to be considered achieving reading WPM benchmark. Targets change from Term 1 to Term 4. Term 1 SNPS had 44% reading 54 words or more, Term 4 SNPS had 57% reading 68 words or more. Although the benchmark changed, progress was made by Year 2 students in 2022.

## WORDS PER MINUTE (WPM) - WHELDALL ASSESSMENT OF READING NONWORDS (WARN)

### Pre-Primary

Initial Statistics			Initial Benchmark		
Average Score	#REF!	Percentages	>3	>2, <3	<2
Below Threshold	#REF!	#REF!			
Neutral	#REF!	#REF!			
Above Average	#REF!	#REF!			
Mid Statistics			Mid Benchmark		
Average Score	60.62	Percentages	>3	>2, <3	<2
Below Threshold	33	71.74%			
Neutral	5	10.87%			
Above Average	8	17.39%			
End Statistics			End Benchmark		
Average Score	240.58	Percentages	>8	>6, <8	<6
Below Threshold	25	53.19%			
Neutral	9	19.15%			
Above Average	13	27.66%			



The WARN (Wheldall Assessment of Reading Nonwords) is a simple measure of reading performance for younger readers (Pre-primary and Year 1). Using the 50-word lists provided, teachers can assess a student’s level of oral reading fluency and compare this to benchmarks in just 30 seconds. It may also be used to predict likely performance on the Phonics Screening Check so that any necessary intervention may be commenced. WARN began at SNPS in Term 2, 2021. 17% of Pre-primary students could read 3 or more nonwords. In Term 4, 28% could read 8 or more nonwords.

## Year 1

Initial Statistics			Initial Benchmark		
Average Score	6.398636364	Percentages	>11	>8, <11	<8
Below Threshold	28	63.64%			
Neutral	10	22.73%			
Above Average	6	13.64%			
Mid Statistics			Mid Benchmark		
Below Threshold	23	50.00%	>11	>8, <11	<8
Neutral	11	23.91%			
Above Average	12	26.09%			
End Statistics			End Benchmark		
Average Score	14.51765957	Percentages	>18	>13, <18	<13
Below Threshold	22	46.81%			
Neutral	11	23.40%			
Above Average	14	29.79%			

WARN began at SNPS in Term 2, 2021. 14% of Year 1 students could read 11 or more nonwords. 30% of Year 1 students could read 18 or more non words. Reflections of this test showed Pre-primary and Year 1 students had difficulty tracking through the line of words and dropping to the next line. To support students in increasing their WPM rate, Reading Warm-ups now include lists of words and non-words.



# Heggerty

Heggerty is a phonemic awareness program that supports and explicitly teaches students to identify sounds through oral and auditory activities. Engaging in phonemic awareness instruction develops students’ understanding of sounds, and that knowledge directly impacts their spelling and writing. Heggerty is delivered to students in the Early Years at SNPS- Kindy to Year 2. Heggerty is also used in Year 3 - 6 for Intervention.

## SNPS Heggerty Benchmarks

KINDY 2022 EOY BENCHMARKING DATA COLLECTION

	Kindy A	Kindy B	Kindy C	TOTAL	%
Total number of students assessed	21	21		42	
Total number of students not assessed	4	1		5	
0 - 25%	0	2		2	5%
26 - 50%	8	8		16	38%
51 - 75%	3	4		7	17%
76 - 100%	6	6		12	29%

2022 PRE-PRIMARY EOY BENCHMARKING DATA

	Room 16	Room 17	Room 18	TOTAL	%
Total number of students assessed		22	24	46	
Total number of students not assessed		3	0	3	
0 - 25%		0	2	2	4%
26 - 50%		0	1	1	2%
51 - 75%		10	5	15	33%
76 - 100%		12	16	28	61%

# LITERACY INTERVENTION

## MiniLit

MiniLit is an evidence-based, explicit, and effective early literacy intervention program for teaching reading skills to children who are in the bottom 25% of the expected range for their age group in Year 1 or 2. MiniLit is a Tier 2 small group program within a Response to Intervention framework, but it can also be used on a one-to-one basis. MiniLit is delivered by trained Education Assistants in a small group situation (up to 5). These programs run 4-5 days a week and students on the program have 4-5 sessions a week. Each session runs for 40-50 minutes. MiniLit is for students in Years 1 and 2. All Year 1 and 2 students are screened using the WARL assessment at the beginning of the year, if students fall into the bottom 25%, they will be a candidate for MiniLit

During 2022, Two MiniLit staff upskilled to the latest version of the program, MiniLit Sage.

All students in Year 1 and 2 who needed intervention were able to assess MiniLit, 50 students in total. Two MiniLit facilitators delivered MiniLit 5 days a week. 14 students passed MiniLit, 5 students left throughout the year. 27 Year 1 students will have access in Year 2 during 2023.

## MacqLit

MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. At SNPS all students who receive a reading reporting grade of C, D, E are screened using WARL. If they are in the bottom 25% of the reading benchmark the student will be placed in MacqLit.

During 2022, two Education assistants delivered the program until Term 4 where MacqLit ran with one Education Assistant. Both Education Assistants undertook training in MacqLit during 2022.

30 students had access to the program during Term 1 – 3, 1 student completed the program, due to only having one MacqLit facilitator during term 4, 11 students participated, all from Years 3 and 4.

Jen Dickinson  
*Curriculum Deputy Principal*





# NUMERACY

## ***South Newman Primary School's Numeracy Vision Statement***

Mathematics at South Newman Primary School will be taught explicitly, holding high expectations for all our students, building on their prior knowledge, focusing on a supportive and inclusive environment, rich mathematical vocabulary and promoting flexible problem solvers. Teachers have a high level of understanding of concepts and how to teach them, providing students with a range of tools to explain their thinking and learning.

South Newman Primary School continues to have a strong focus on improving the Numeracy standards for all students. We have continued our journey in explicit instruction with the guidance of John Fleming, the implementation of our Mathematics Strategic Plan and continuous efforts made to strive towards achieving our Business Plan, Student Improvement Targets for Numeracy.



### **Mathematics Strategic Plan**



Based on our current business plan targets, 80% of all students in Year 2 - 6 achieving at or above national minimum standard in Numeracy NAPLAN assessments.

Students current data in Numeracy indicates that progress in all Mathematics strands do not match the positive improvements made in Literacy. Students fluency in identifying, understanding and applying basic number facts and vocabulary to solve problems is an area of improvement.

### **Goals**

Student achievement data in basic facts indicate a consistent achievement and progress across all mathematic operations.

Students improve their acquisition and understanding of mathematic specific vocabulary.



South Newman Primary School strives to achieve the following targets by 2025:

## NUMERACY

- 80% of students completing On Entry Term 4 will achieve at or above the state average scale range in Numeracy.
- Sustain 70% of students achieving moderate to very high progress from On Entry data to Year 3 NAPLAN in Numeracy.
- By the end of 2025, an average of 80% of Year 3 students will have achieved Band 3 or above in NAPLAN Numeracy.
- By the end of 2025, an average of 80% of Year 5 students will have achieved Band 5 or above in NAPLAN Numeracy.

## how will we get there?



### **Coaching / Mentoring**

In class observations and feedback by:  
Curriculum Deputy  
ECE Mathematics Leader  
Yr 2-6 Mathematics Leader  
peer to peer



### **Collaboration**

Actively collaborate with year level staff and curriculum leaders to develop mathematic pedagogy, resources, and implement professional learning.



### **Data Collection**

Collection of cyclic data of student achievement in basic number facts. Critical analysis of data and pedagogy during collaborative meetings. Moderation of mathematic tasks.



### **Professional Learning**

Mr John Fleming - Explicit Instruction  
Dr Paul Swan - Mathematic

### **Intervention**

Students identified for Tier 2 and 3 Mathematics intervention delivered by allied and teaching professionals.

# MATHEMATICS STRATEGIC PLAN & BUSINESS PLAN REFLECTION 2022

## Coaching & Mentoring

***In class observations and feedback by the Curriculum Deputy Principal, ECE Mathematics Leader, Year 2-6 Mathematics Leader and peer to peer observations.***

This year saw a change in the staffing roles that are mentioned in our Mathematics Strategic Plan under 'Coaching and Mentoring.' These changes included our ECE Mathematics leader becoming the whole school Mathematics Curriculum Leader, in a middle leadership capacity, and the loss of our Year 2-6 Mathematics Leader.

Our Curriculum Deputy Principal worked closely with the Mathematics Curriculum Leader to conduct classroom observations, providing ongoing coaching and mentoring. These observations, coaching and mentoring were based on the feedback and implementation of feedback provided by John Fleming to improve on our schools Mathematics content and lesson delivery. Through this consistent coaching and mentoring model, improvements across the whole school were made in Mathematics lesson delivery; including increased use of hands-on manipulatives to teach students concepts, teaching and explaining the 'why' of the lesson to students, increased opportunities for students to apply their knowledge rather than just reciting and recalling, and increased application of Bloom's Taxonomy higher order thinking through different levels of teacher questioning.

Peer to peer observations is built into the culture at South Newman Primary School, with teachers working together to share and learn best practice. Through peer-to-peer observations teachers learn and support each other, which ensures our school is successful in creating a consistent approach to lesson delivery across year levels and the whole school.

## Collaboration

***Actively collaborate with year level staff and curriculum leaders to develop mathematics pedagogy, resources and implement professional learning.***

Key priorities for South Newman Primary School are staff collaboration in planning and assessment, and ensuring there is a consistent approach to teaching, learning and lesson delivery across the whole school. To ensure this occurs, staff in like year levels are timetabled to have at least one hour of common planning time each week, where teachers plan, moderate assessment, create resources, or meet with the Curriculum Deputy Principal and the Mathematics Curriculum Leader. The Curriculum Deputy Principal and Mathematics Curriculum Leader collaborate and meet with staff to provide support, coaching and mentoring surrounding data analysis and student achievement targets. They also collaborate with staff to support the implementation of professional learning such as new directions given to the school by John Fleming to improve student achievement outcomes.

Following on from one of our strategic goals in 2021, South Newman Primary School staff collaborated in creating individual student Maths Tool Kits for each student in Years 1 – 6. These Maths Tool Kits were trialled in Years 2 & 4 in 2021, which proved to be a huge success in increasing the teaching and learning using hands-on materials in Mathematics. In 2022, working under the guidance of John Fleming, the Mathematics Curriculum Leader collaborated with classroom teachers to create Maths Tool Kits for all other year levels from 1-6, discussing and sourcing what hands on materials and resources would be put into each year level kit to support the teaching and learning of the mathematics curriculum in each year level.

## Data Collection

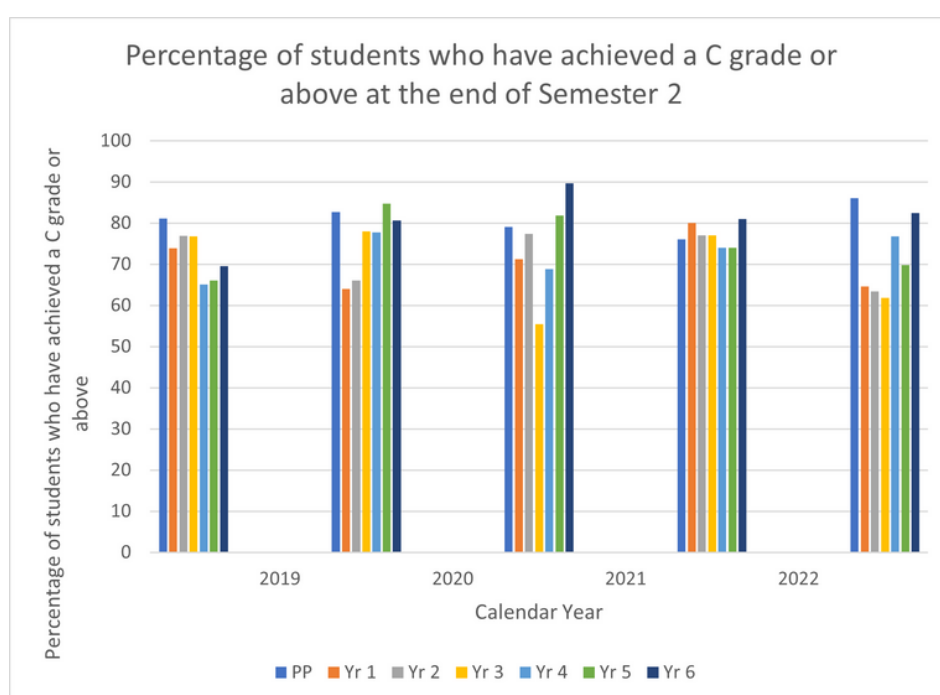
**Collection of cyclic data of student achievement in basic number facts. Critical analysis of data and pedagogy during collaborative meetings. Moderation of Mathematics Tasks**

Staff follow the schools Managing Information in Schools Schedule to collect specific data on student achievement in Mathematics. The data collected by classroom teachers on students' achievement in Mathematics is analysed and discussed in termly Curriculum Meetings with the Curriculum Deputy Principal and all staff in like year levels. The analysis of this data forms future directions in curriculum delivery and targeted support for specific students. This data collection is also a reflection of our Student Improvement Targets in our Business Plan.

## 80% of students to reach a C grade or above in Semester 2

Percentage of Students who have reached a C grade or above at the end of Semester 2

2018		2019		2020		2021		2022	
PP	81.1	PP	82.7	PP	79.1	PP	76	PP	86
Yr 1	73.9	Yr 1	64	Yr 1	71.2	Yr 1	80	Yr 1	64.6
Yr 2	76.9	Yr 2	66	Yr 2	77.4	Yr 2	77	Yr 2	63.4
Yr 3	76.8	Yr 3	78	Yr 3	55.5	Yr 3	77	Yr 3	61.8
Yr 4	65.1	Yr 4	77.8	Yr 4	68.8	Yr 4	74	Yr 4	76.8
Yr 5	66	Yr 5	84.7	Yr 5	81.8	Yr 5	74	Yr 5	69.8
Yr 6	69.6	Yr 6	80.6	Yr 6	89.7	Yr 6	81	Yr 6	82.4

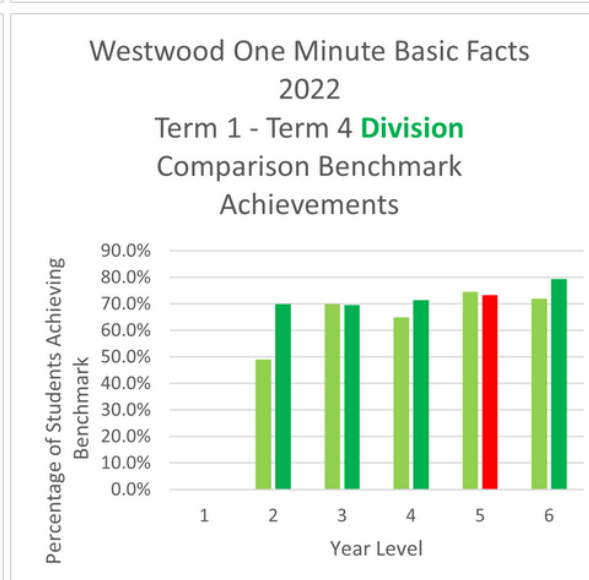
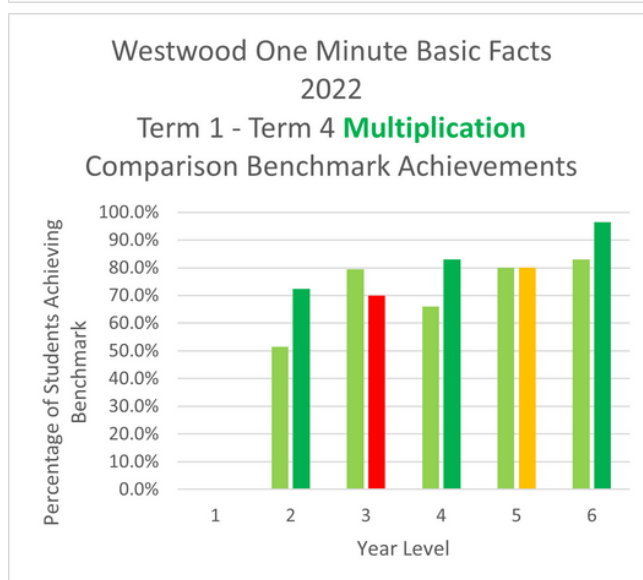
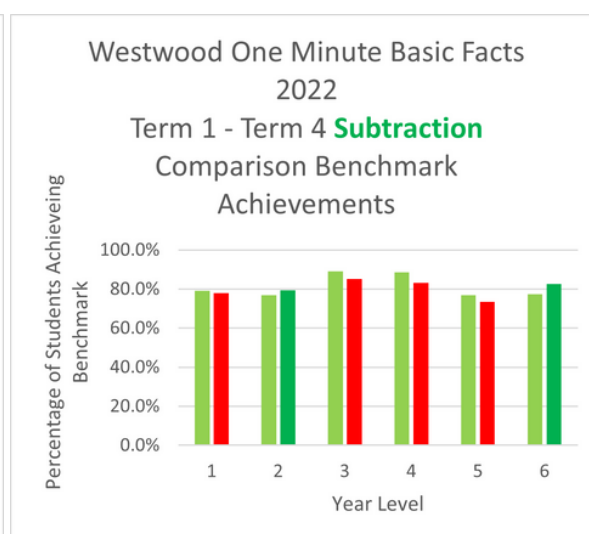
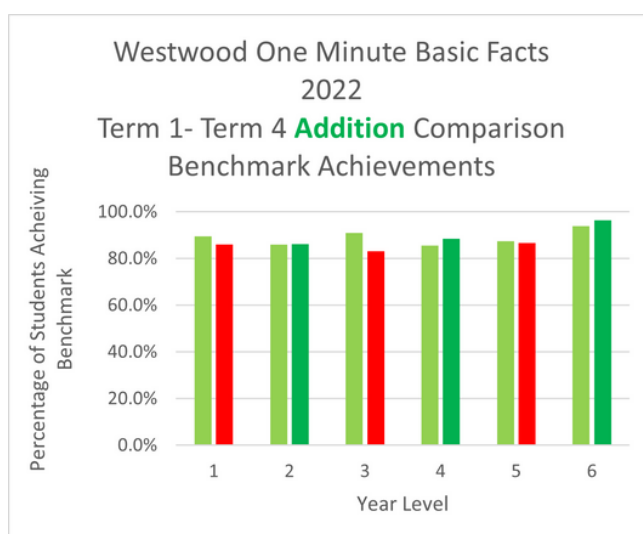




## 80% of students to reach benchmarks set for the Westwood 1 Minute Basic Facts Assessment for each Year Level

**Westwood 1 Minute Basic Facts Assessment Percentage of Students Reaching School Benchmark**

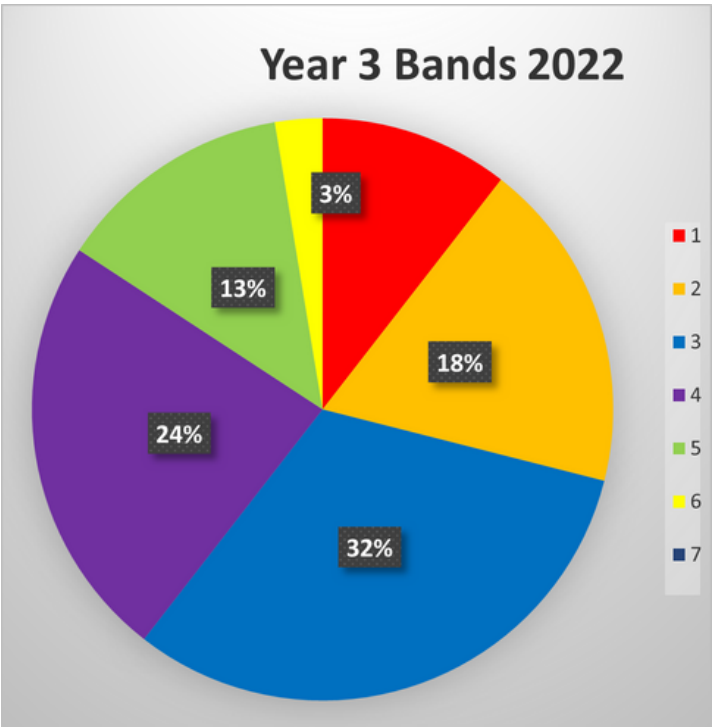
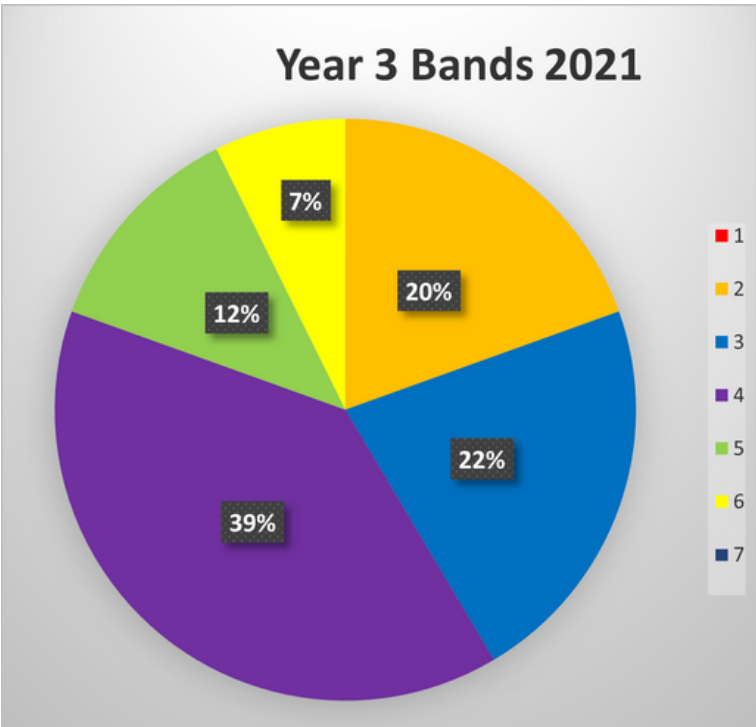
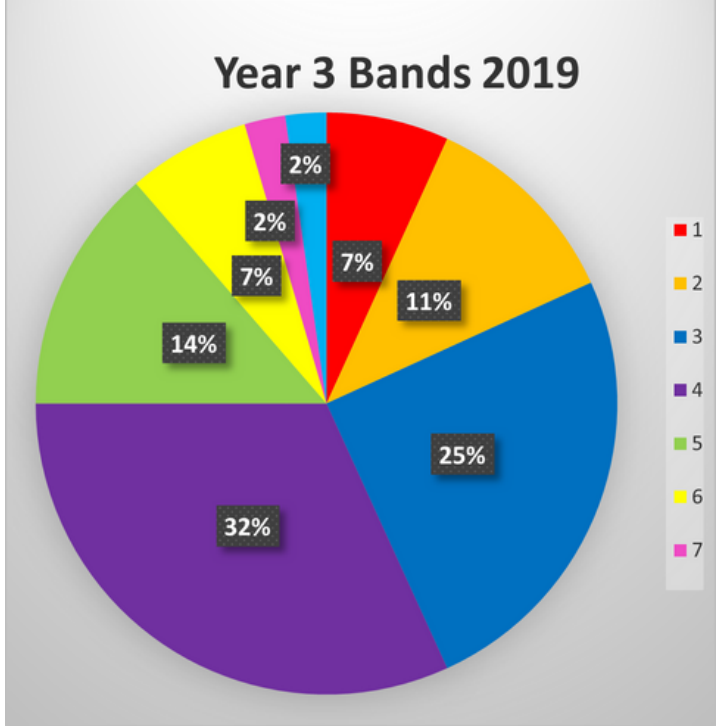
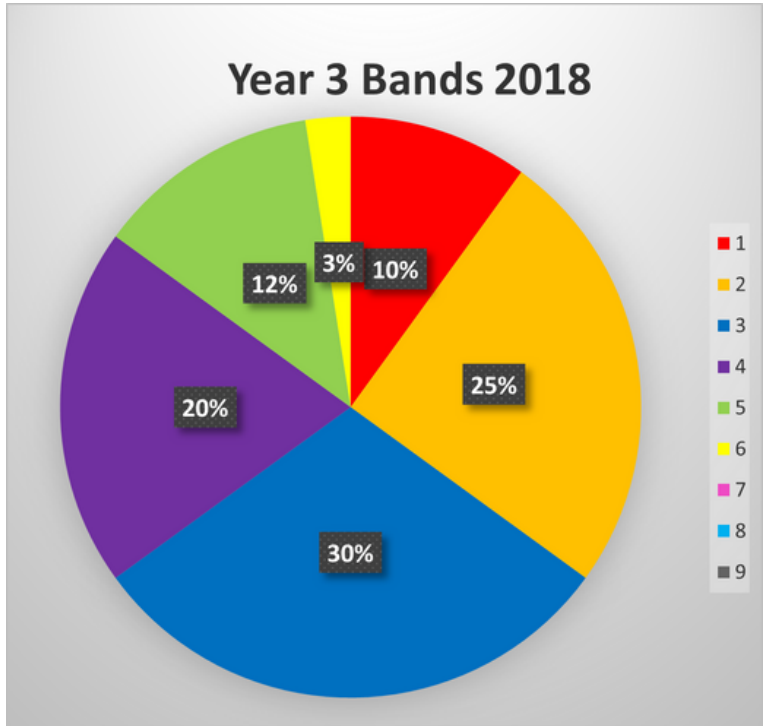
	Year Level	+		-		X		÷	
		Term 1	Term 4	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
2022	PP	84%	86.00%	83%	86.60%				
	Year 1	89.5%	86.0%	79.0%	78.0%				
	Year 2	86.0%	86.2%	77.0%	79.3%	51.5%	72.4%	49.0%	70.0%
	Year 3	91.0%	83.0%	89.0%	85.0%	79.5%	70.0%	70.0%	69.5%
	Year 4	85.5%	88.5%	88.5%	83.0%	66.0%	83.0%	65.0%	71.4%
	Year 5	87.5%	86.6%	77.0%	73.3%	80.0%	80.0%	74.5%	73.3%
	Year 6	94.0%	96.5%	77.5%	82.7%	83.0%	96.5%	72.0%	79.3%



## Sustain 70% of students achieving moderate to very high progress from On Entry data to Year 3 NAPLAN in Numeracy

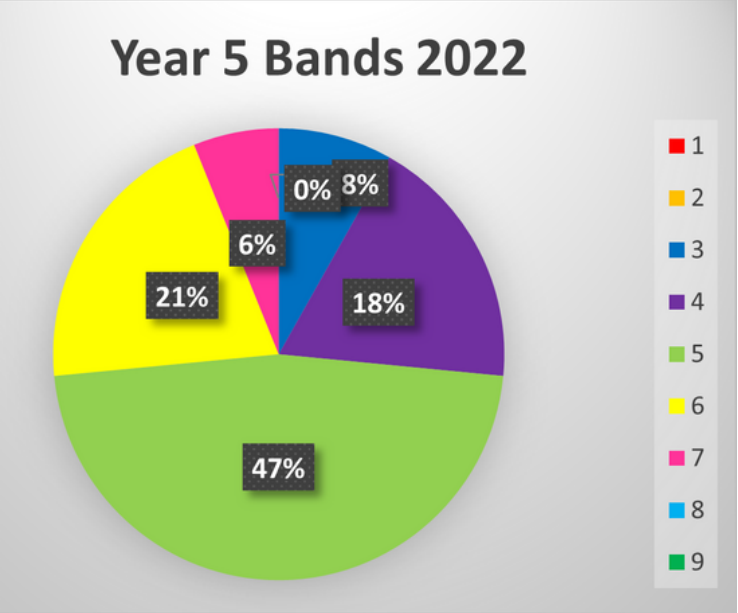
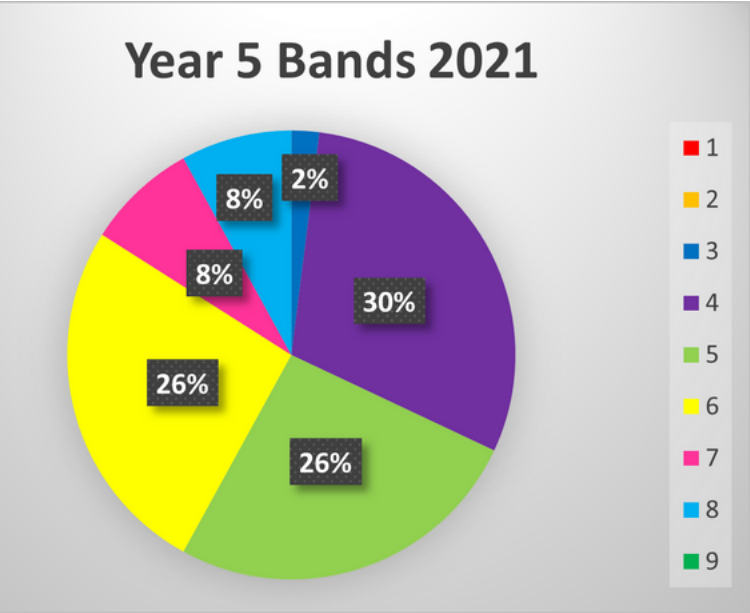
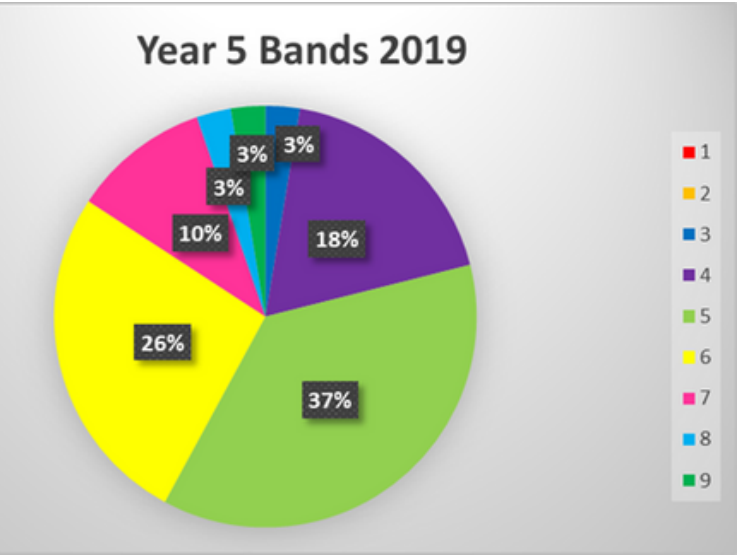
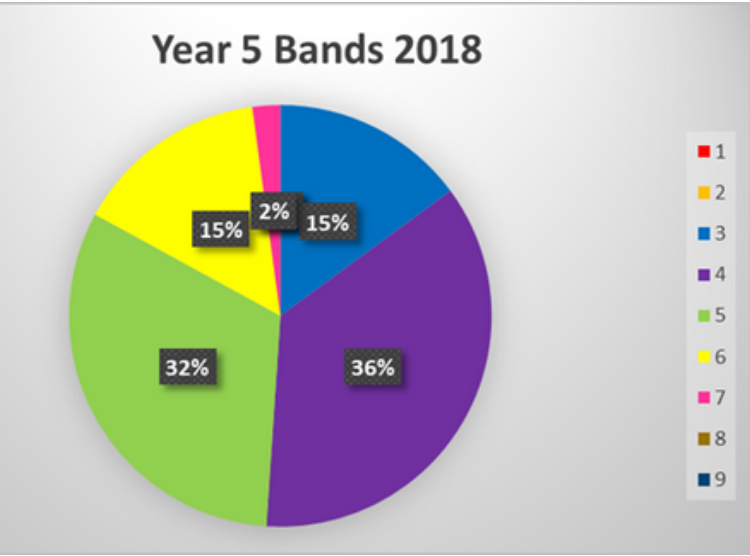
Progress	2018	2019	2020	2021	2022
Very Low – Low Progress	69%	47%	N/A	28%	56%
Moderate – Very High Progress	31%	53%	N/A	72%	44%
Total Number of Students	45	36	N/A	32	34

**By the end of 2025, an average of 80% of Year 3 students will have achieved Band 3 or above in NAPLAN Numeracy**



	2018	2019	2020	2021	2022
Percentage of Year 3 students achieving Band 3 or above in NAPLAN Numeracy	65%	82%	N/A	80%	72%

By the end of 2025, an average of 80% of Year 5 students will have achieved Band 5 or above in NAPLAN Numeracy



	2018	2019	2020	2021	2022
Percentage of Year 5 students achieving Band 5 or above in NAPLAN Numeracy	49%	79%	N/A	68%	74%



# BRIGHTPATH

In 2022, South Newman Primary School introduced Brightpath Mathematics Assessments in Number & Algebra and Measurement & Geometry for all Year 2 - Year 6 students. These assessments have been used in Years 2 – 6 for moderation on student achievement across year levels within in our school, as well as a comparison against other schools who are also using Brightpath Mathematics Assessments. We endeavour to continue to use Brightpath Mathematics Assessments in the future to collate data on individual student achievement, for moderation purposes to support consistent grading, cohort comparisons and comparisons against other school's student achievements. Our aim is to strive for high achievement and progress in Mathematics for our students and to achieve a like comparison to other schools using the Brightpath Mathematics Assessments.

## Number & Algebra Year Level Comparison Scores - Term 2 - 2022

ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 6	312	300	50.3	29	29
Year 5	299	295	47.3	45	45
Year 4	280	280	37.7	41	41
Year 3	210	205	48.2	64	47
Year 2	186	190	35.5	25	25

## Number & Algebra Year Level Comparison Scores - Term 4 - 2022

ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 6	309	295	62.2	27	27
Year 5	291	290	44.8	45	45
Year 4	286	280	45.0	65	36
Year 3	247	245	41.7	42	42
Year 2	212	210	51.8	29	29

## Number & Algebra School Comparison Scores Year 2 – Year 6 - 2022

	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
South Newman Primary School	256	200	260	308	66	443
All Schools	301	240	300	360	73	98466

## Measurement & Geometry Year Level Comparison Scores Year 2 – Year 6 – Term 3 – 2022

ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 6	348	350	41.4	27	27
Year 5	305	315	40.5	43	43
Year 4	322	323	21.8	6	6
Year 3	249	250	42.6	32	32
Year 2	234	240	33.2	29	29

## Measurement and Geometry School Comparison Scores Year 2 – Year 6 - 2022

	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
South Newman Primary School	288	240	285	335	54	165
All Schools	317	260	315	370	66	45908

## Professional Learning

### ***Mr John Fleming – Explicit Instruction & Dr Paul Swan – Mathematics***

We have continued our partnership with Mr John Fleming in 2022, to improve on our lesson delivery and curriculum knowledge. John Fleming visited South Newman Primary twice in 2022, providing staff with 4 hours of professional learning throughout the year, in addition to lesson observations and feedback to individual teaching staff.

Unfortunately, due to Covid, Dr Paul Swan was unable to support South Newman Primary School in face to face Professional Learning for all staff this year. However, we will continue this partnership and professional learning opportunities with Dr Paul Swan in 2023. Using Dr Paul Swan's self-paced, online professional learning, all teaching staff were able to participate in his Milestones for Basic Facts – Addition and Subtraction professional learning during a staff meeting. Three Education Assistants also participated in Dr Paul Swan's and Narelle Rice's Getting Started with Bond Blocks professional learning to support the implementation of mathematics intervention in 2022.

## Intervention

2022 saw the introduction of a new Numeracy Intervention program, MathLit (BondBlocks), for students in Years 3-6. The MathLit Intervention program focuses on closing the gap and helping students move on from needing to count to add and subtract by explicitly teaching concepts and strategies to solve basic facts in addition and subtraction.

In 2022, 43 students received intervention throughout the year using this program:

- Six students completed the full program successfully and no longer require intervention.
- Twenty-two students are continuing to work through the program making progress each week
- Eight students have almost completed the program; however, due to staffing constraints are currently being monitored closely to re-enter the program in 2023 if required.
- Seven students have left South Newman Primary School throughout the year

# NATIONAL QUALITY STANDARDS

This year the National Quality Standard (NQS) committee updated The Early Childhood Plan photos to reflect our current students and practices. The NQS Committee includes teachers from Kindergarten to Year 2 and the involvement of the Principal and Deputy Principal. Throughout the year we continued to have committee meetings each term, made up of Education Assistants in Kindergarten, Pre-Primary and Kindergarten to Year 2 Teachers. This year during our committee meetings we covered Quality Areas 1, 2, 3, 4 and 6. Administration staff came together in May and evaluated Quality Area 7.

Down in the Early Childhood playground, Educators have continued to use the Outdoor Learning Environment Plan and a new area was introduced. The Outdoor Environment for the Year 1 and 2 students has been a focus. The NQS Committee have been trying to find storage solutions for the equipment to keep it safe, and ensure easy access and packing away. This will be a continued focus for 2023.

During Term 3 The Early Childhood team participated in two professional learning courses (PL) to assist with recording observations as this was a focus for this year. The PL provided strategies and tips on how to write observations and share them with parents. Education Assistance were given the opportunity to attend professional development on how to take observations for teachers to use in a learning cycle. Using the NQS budget, a recording device was purchased to record students' conversations at a table or learning experience to be able to record and quote what they are learning and use it to focus the play environment for the next cycle.

The NQS coordinator revised and updated policies and procedures, including the SunSmart, First Aid, Evacuation and Lock Down which now includes a Soft Lock Down. A policy review template was being created to notify when school policies and procedures needed to be updated.

Early Childhood Team Meetings have continued this year at the beginning of each term to address any problems that may have occurred in the previous term and to action a plan to remediate it. This also gives time for the NQS Coordinator to go through any issues or points that need to be addressed to comply with the, National Quality Standard.

Gen Thomas  
*NQS Coordinator*





# PHYSICAL EDUCATION

In 2022, students in Years 1 – 3 focused on a variety of fundamental movement, locomotor and body management skills. They were provided with opportunities to develop these skills in various individual and team situations. In Term 1 and 2, students were taught by their classroom teachers, focusing on their teamwork and game sense. The beginning of Term 3 seen us practicing for our annual sports carnival before moving onto kicking and dodging skills in many modified games. Term 4 we focused on students developing their throwing, catching, bouncing and locomotor skills within games such as cricket, basketball and obstacle races.



Our senior students used their prior fundamental skill knowledge and linked them into organised games, sports and activities. We not only focused on physical abilities, but interpersonal skills such as the encouragement of others, negotiation and sharing roles and dealing with conflicts and disagreements. Term 1 was again taken by our amazing teachers who covered sports such as golf, tennis and dodgeball. Heading into Term 3 we trained for the annual athletics carnival before moving onto Australian Rules Football. In Term 4 we focused on T-Ball and cricket games and skills.



## 2021 Highlights

- Inter-school winners for the athletics carnival with amazing inter-school sportsmanship.
- Special visits from the Pro Football Training Clinic and Baseball WA Tee-Ball Skills Session in Term 1 and Hockey WA, Cricket Australia, Rugby WA, West Coast Eagles and the Swans District Football Club in Semester 2.
- Success with the turn out and effort by students in the cross-country carnival
- Amazing leadership from our Faction Captains in all their roles and responsibilities throughout the year.
- Successful implementation of our Whole School Sport on a Friday during Semester 2.

Alexis Good

*Physical Education Specialist*

# ART

This year in the Art classroom, students from Years 1-6 said farewell to their Semester 1 teacher Miss Darkin-Barnes. Miss DB conducted a variety of lessons with a focus on the history and heritage of Art, with students studying artists like Leonardo Da Vinci and Vincent Van Gogh. They explored organic and geometric shapes, as well as line, contouring, movement and colour mixing. Students also had the opportunity to enter the Bloody Slow Cup T-shirt competition again this year, with one student having the honour of his creation being printed on hundreds of T-shirts, to raise funds for the Police Legacy charity.

This brings me to Semester 2. As I, Mrs. O'Connor, was currently on maternity leave, I received a call wondering if I would be happy to come back to school as the Art Teacher for the remainder of 2022. As someone who has studied Fine Arts previously and has a deep passion for The Arts and all its capacities, it was a privilege to come back to South Newman and provide all students with the knowledge and skills I have surrounding this subject.

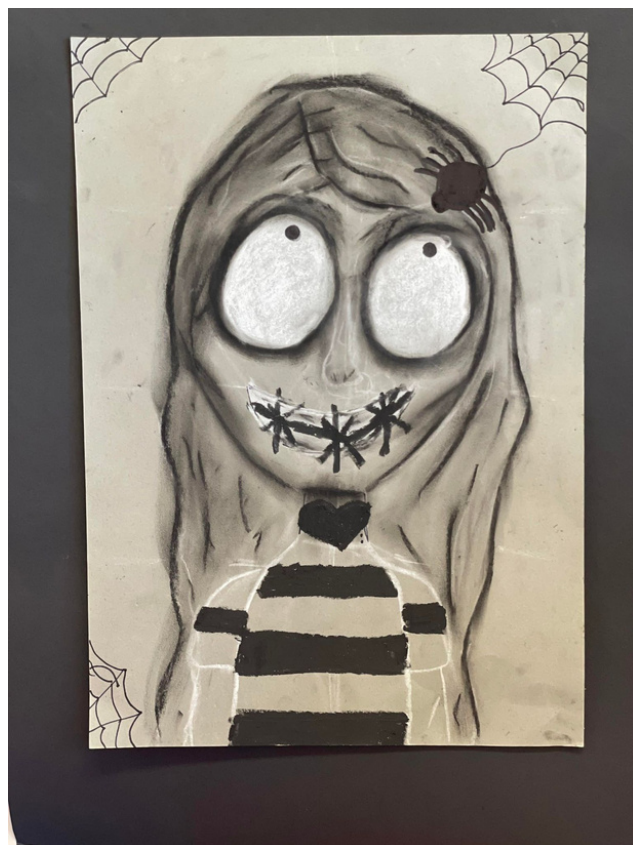
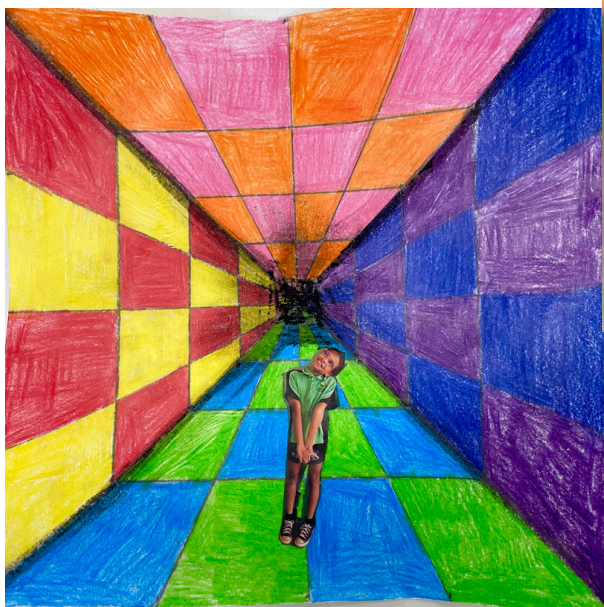
In Semester 2, students began exploring an Australian Artist, Grotti Lotti, and her unique birds as an all-year level project. With the use of mixed media, students were able to bring their own creativity to these colourful Australian Birds, while incorporating texture and pattern to each of their work. This gave me insight into what prior knowledge students have and where I could best build on their techniques and skills. From here, students explored other art mediums and techniques; including printmaking, one point perspective, optical illusions and how to draw the proportion of a face to create portraits. They gained insight into the world of more modern artists like Andy Warhol, Jean-Michel Basquiat and Keith Haring. Our lower years looked at Andy Warhol and his Pop Art era, creating 'photograph like' hand-prints on vibrant blocks of colour. The upper years explored Jean-Michel Basquiat and how Graffiti can tell a story or contribute important messages to a viewer. Students also looked at Filmmaker and Artist, Tim Burton, and how his ideas of mysterious and dark portrayal of characters can be utilised within their own self portrayal. Students created charcoal self-portraits, with attention to the proportions of facial features and accentuating others.

As we moved forward throughout the rest of the year, students soon realised that engaging in these hands-on art activities provides a sense of personal intelligence that eludes from their work. In Art, there is no right or wrong answer, or having to retain information or be precise. It is a way of showing the intelligence you already possess in a fun and creative way. This encourages chance taking and outside the box thinking in all areas of learning.

Looking forward to the 2023 school year, it is anticipated that students will engage in more intricate and more thought-provoking areas of Art, which will enable SNPS students to explore further and have deeper connections and responses to what they create.

Karey O'Connor  
*Art Specialist*







# DIGITAL TECHNOLOGIES

2022 has been massive in Technologies, with many exciting new resources being introduced to students this year that they will continue to use in new ways throughout their years at South Newman Primary School.

Thanks to Newman Futures and StemSmart, we received a class set of Lego Spike: Essential robotics kits at the beginning of the year. These kits have been used with the younger year levels to introduce motors and digital systems, experimenting with the ways motors cause objects to move. In the older year levels, students created all kinds of different vehicles such as helicopters, buses, and cable cars which make use of sequenced instructions and sensors to control their behaviour.

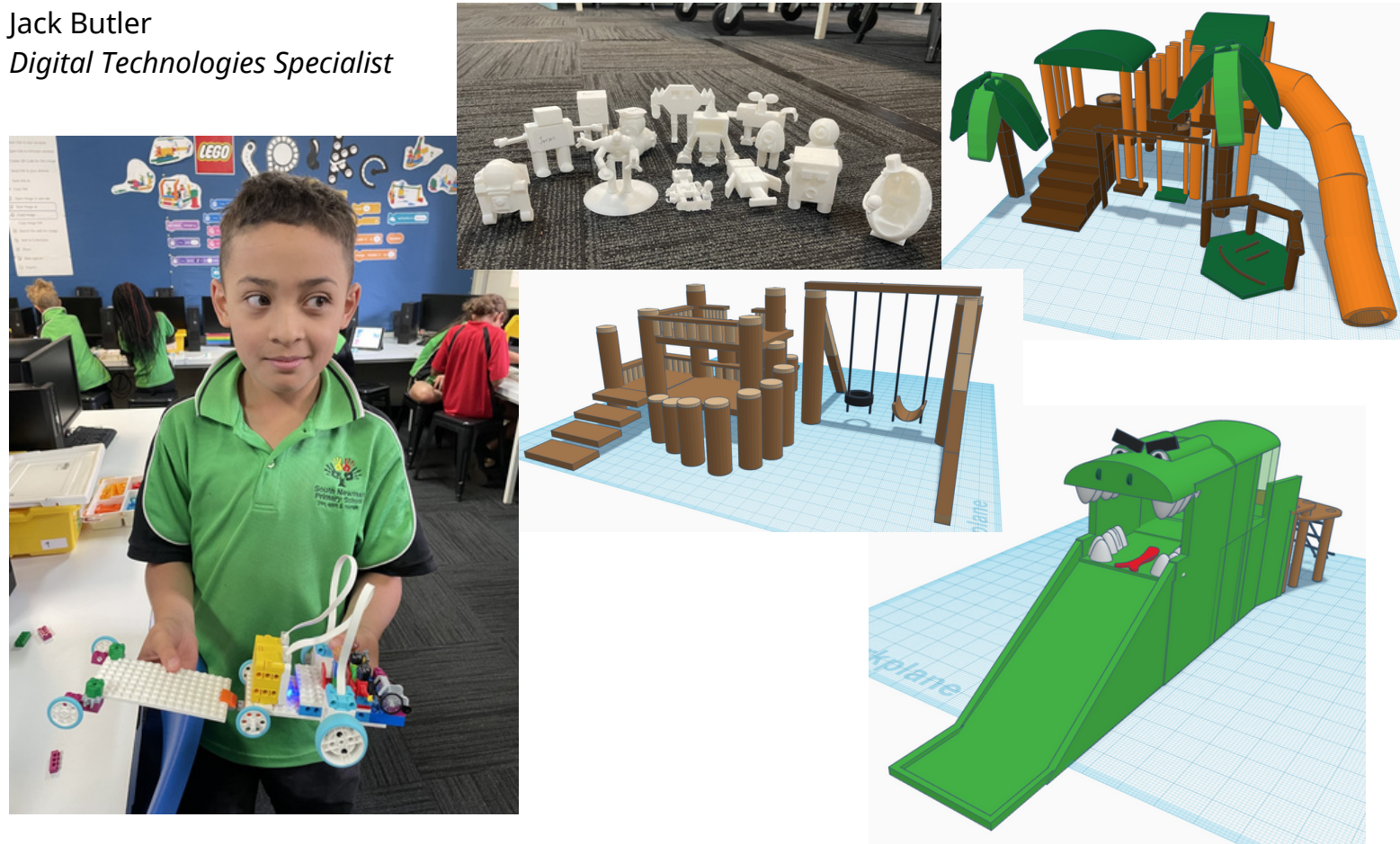
Year 1 and 2 students have also spent time this year developing their computing skills, and it has been amazing to see the progress that both year groups have demonstrated. They have become more familiar and proficient with the use of applications like PowerPoint and Microsoft Edge, and are always ready to watch and learn the next important skill.

Years 3 to 6 have used MakeCode Arcade this year to code and design their own retro-style video games with some truly wonderful final products. From games that score points when you pick up food before the time limit, to adventure-style maps with hazards like lava and enemies to avoid, the creative opportunities with MakeCode Arcade were a highlight of the year for many.

Perhaps most excitingly, Year 5 and 6 students began learning about computer assisted design software and 3D printing during Semester 2, only to become experts before the end of the year! They have created a number of small objects such as pencil pots, robots, and wrenches for the computer lab's 3D printer to produce. Following these learning activities, students took on the challenge of ramping up the scale and used TinkerCAD to create their own custom playgrounds, complete with all the necessary equipment as well as safety and accessibility features.

Jack Butler

*Digital Technologies Specialist*





# SCIENCE - “BUGS, BOUNCY EGGS AND BUDDYING SCIENTISTS!”



There was never a dull moment during Science this year. The lessons were fun and exciting, with lots of hands-on activities, experiments and investigations. The following lessons are just a snapshot of what we did this year: Year 1 students went on nature walks, Year 2 students explored gravity by trying to keep bean bags in the air, Year 3 students made ice-cream, Year 4 students investigated how long different types of chocolate melted in the sun, Year 5 students conducted an experiment using different equipment to try and explore how birds eat using their beaks and the Year 6 students built electrical circuits, including switches.

Science Week was amazing, as always. The theme this year was “Glass”. The Year 1 and 2 classes created nature pictures, using plastic (glass) containers. Students collected nature items from around the school and filled the boxes with their items and sand. Once the lids were placed on top, the boxes were rotated, which created amazing nature scenes. It was so much fun to have our classes outside, the students loved it. The Year 3 and 4 classes conducted four experiments using glass jars: walking rainbow colours, bouncy egg, underwater fireworks and making butter from cream. The Year 5 and 6 classes loved their Science Week activity. All the students made stained-glass biscuits, using crushed boiled lollies. Not only did the biscuits taste delicious, but they also looked amazing!

During NAIDOC Week all the classes celebrated David Unipon and his amazing creations. We researched his mechanical sheer invention and discovered that his face is on the \$50 note. All the students loved learning about such an incredibly talented person, and they especially loved seeing his face on the \$50 note.

The Learning Journey is one of the major highlights of the year. The students loved showcasing and sharing all their hard work, with their families. Students were able to share their bookwork, and also their projects, which were on display around the Science Room. It was a wonderful celebration of all the hard work the students had completed.

South Newman Primary School was selected by WA Gould League Education to be part of their Insect Investigations. We set up a malaise bug trap in the school garden and every week, for four weeks, we collected samples and sent them to the head office for processing. The first round of results were very exciting. From all the participating schools, 14,060 samples were collected and sent to Canada to be DNA barcoded. From our collections, 285 samples were sent to Canada to be identified. From that number, 112 are still unidentified. We’ve got our fingers crossed that we have found some new species. The information can be found on the science room window!

Anna Marr  
*Science Specialist*



# KINDILINK

In 2022 we embraced 52 families in our 2022 KindiLink with 80 children participating between 0-5 years of age.

Families actively engage with their children and we identify and meet individual family needs. Our focus was on social and emotional skills as well as school routines. We also focused on pre-literacy and numeracy skills, fine and gross motor skills.

In Term 1 we welcomed new families into the school environment. During Term 2 and 3 we practiced Learning Games, Conversational Reading, cooking, music, rhyme, art and craft. In Term 4 we focused on STEM, emotions and transition to Kindergarten.

We celebrated our largest participation rate of family visiting KindiLink during the Learning Journey. We were highly commended as being a successful site servicing families utilising both South Newman Primary School and Newman Primary School.

## 2022 Highlights

- Messy Play Week
- Food Sensations visits
- Participated in whole school Lap-a-thon, ECE Sports Day, Book Character Dress Up Day
- Harmony Day
- On Country
- STEM focused activities
- Celebrations- Easter, Mother's Day, Father's Day
- KindiLink to Kindergarten Term 4 transition
- Health care provider visits-Occupational Therapist, Speech Therapist, NDIS, School Health Nurse
- Nature Walks
- Emergency Services Visit
- Extended family visiting



Ginny McMaster  
*KindiLink Teacher*



# NEWMAN LEARNING CLUB

The year had a bumpy start for Newman Learning Club. COVID-19 was constantly changing the school environment, which delayed the start of the Learning Club. When we finally started the afternoons, the children had separate areas for different age groups. They were also limited to one day a week.

In Term 2, the COVID-19 rules for schools changed and we were able to have everyone together. The routine for the afternoons got easier, and the children were happy to go back to end of session outdoor play time. There is nothing better than watching all students from year 1 to 6 joining in together playing a game. Term 2 also started a new addition to our program, with the year 4-6 girls going to the D&T room to work with Lego Spike. We also enjoyed decorating our door for NAIDOC week.

In Term 3 we had the start of our Year 6 students transition to the Follow the Dream program. Our students spent the afternoon over at FTD then went to the High School to have a good look around without other students there. At the end of the afternoon, our students felt at ease with what they will expect next year. Towards the end of the term, Scitech came up for a 2 day visit. They spent time at both primary schools, then had an afternoon with the students from Martu Education, Follow the Dream and Newman Learning Club. It was a wonderful afternoon exploring bubbles.

Term 4 was another chance for all three Polly Farmer Farmer Foundation programs to join again to have a visit from It's Rocket Science. This was a hands on visit giving the students opportunity to make a rocket and changed different amounts of water and incline to see what happened to the rocket and how far it travelled.

Our students have made such growth, not only in education, but also personally.

Nicole Boelema  
*Polly Farmer Foundation*



# CLONTARF FOUNDATION

The Clontarf Foundation launched a new academy at South Newman Primary in 2022. The major aim of the program is to improve the education, discipline, self-esteem, life skills and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so, equipping them to participate more meaningfully in society.

There were 23 boys in the program this year. Our biggest goal for these boys was to come to school, engage actively in learning and the school community, and in doing so have the opportunity to grow and learn.

We have established the Academy room, creating a welcoming space for the boys before and after school, as well as at recess and lunch, where the boys can come and play ping pong, velcro darts, board games or just chill out and talk. The Academy staff provide an extra layer of support for the boys, assisting them in class, as well as monitoring attendance and engagement at school, offering morning pickups to help the boys get to school on time.

We also have morning trainings every Thursday morning. We play a different sport each week to teach the boys leadership and teamwork. We have also hosted overnight camps in the Academy room to build friendships and life skills.

It has been a great 1st full year of the South Newman Primary School Clontarf Academy and we look forward to growing and supporting the young men in 2023.

Will Bellis  
*Operations Officer*





# SCHOOL PSYCHOLOGY

I was privileged to join the South Newman Primary School team in the role of School Psychologist three days per week, at the start of Semester 2 of this year. Before I came onboard, Danielle Van Den Bok and Sascha Williams had done a phenomenal job sharing the role throughout Semester 1.

Throughout 2022, we collaborated with the administration team and SAER (Student's At Educational Risk) team to support the current psychological needs of the students including; learning, behavioural and mental health, at an individual, group and systems-wide level to maximise all student outcomes.

Some of the combined achievements this year include:

- Ongoing consultation with teachers to support behaviour in classrooms.
- The continuation of the school staff Wellbeing Team, with termly meetings to discuss ways to promote student and staff wellbeing.
- Reviewing the current school social and emotional learning program.
- Consultation with administration and staff regarding child protection concerns.
- Regular collaboration with internal and external agencies regarding the well-being of students and the Newman community. These agencies included SSEN: Behaviour & Engagement, SSEN: Disability, 54 Reasons, WA Country Health Service and the Child & Adolescent Mental Health Service.
- Assisting in the identification and assessment of any learning difficulties, along with recommendations to classroom teachers for classroom modifications and strategies for individual students.
- Working 1:1 with teachers to develop positive, trauma informed behaviour support plans for students with additional behavioural needs.
- Screening for behavioural concerns and the presence of possible neurodevelopmental disorders.
- Writing psychology reports for other service providers for the purpose of further assessment and diagnosis and to aid their provision of support to individual students.
- Providing 1:1 counselling support for students presenting with significant mental health concerns and providing families with strategies and referral to external services for support.
- When required, completing suicide risk assessments with individual students and assisting the administration team in the development of Risk Management Plans and student profiles.

I am looking forward to continuing working with the amazing team at South Newman Primary School next year to enhance the wellbeing and learning outcomes of the students.

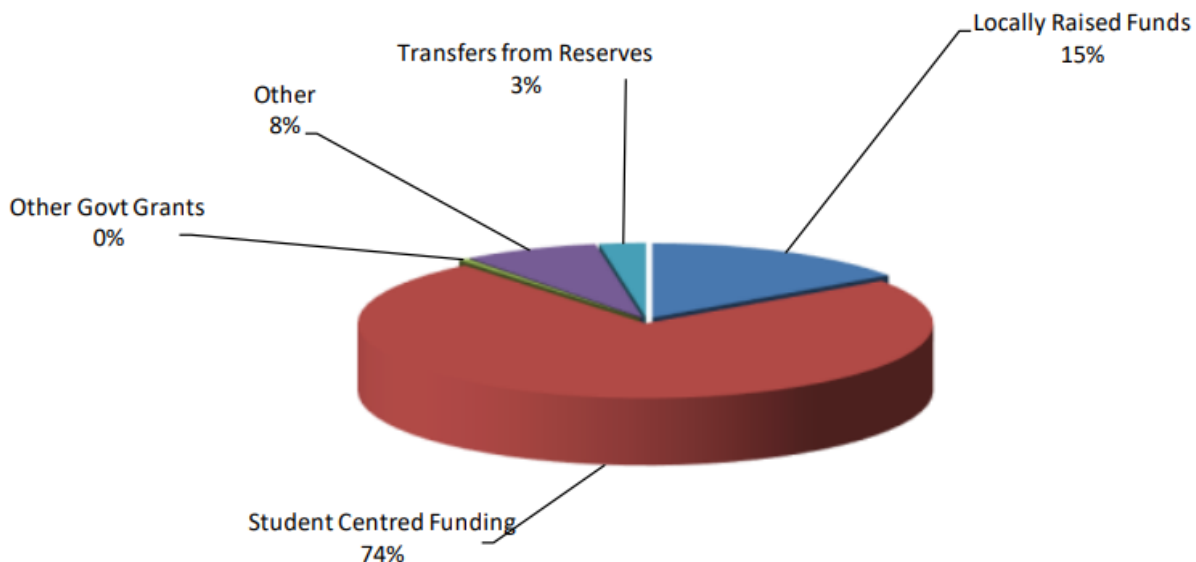
Koby Dalglish  
School Psychologist (Provisional Registration)

# FINANCIAL REPORT

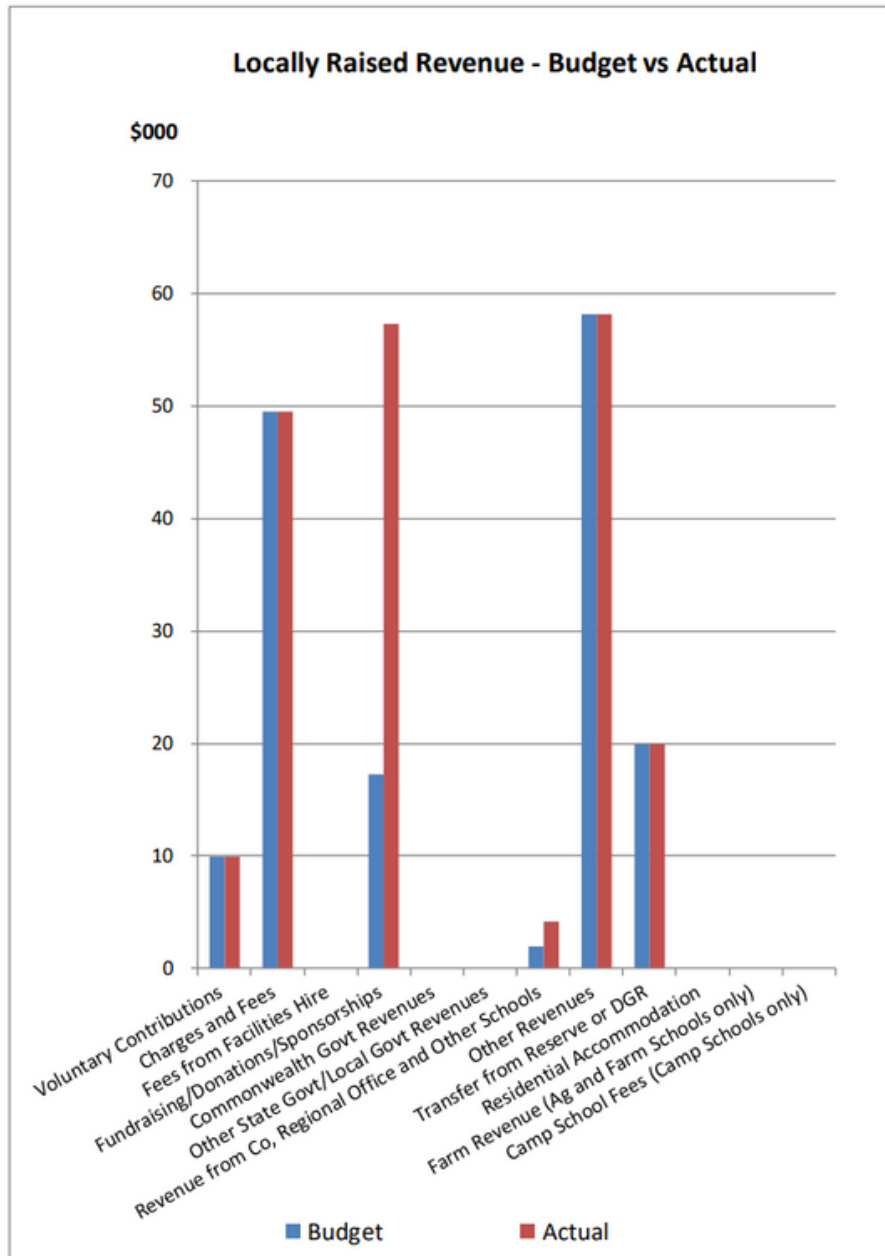
## SOUTH NEWMAN PRIMARY SCHOOL FINANCIAL SUMMARY AS AT 31/12/2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 9,930.00	\$ 9,930.00
2	Charges and Fees	\$ 49,492.30	\$ 49,492.70
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 17,239.00	\$ 57,339.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 2,000.00	\$ 4,165.80
8	Other Revenues	\$ 58,165.51	\$ 58,165.94
9	Transfer from Reserve or DGR	\$ 19,995.00	\$ 19,995.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	\$ 156,821.81	\$ 199,088.44
	<b>Opening Balance</b>	\$ 222,282.53	\$ 222,282.53
	<b>Student Centred Funding</b>	\$ 556,549.00	\$ 561,376.37
	<b>Total Cash Funds Available</b>	\$ 935,653.34	\$ 982,747.34
	<b>Total Salary Allocation</b>	\$ -	\$ -
	<b>Total Funds Available</b>	\$ 935,653.34	\$ 982,747.34

**Actual Year to Date by funding sources**

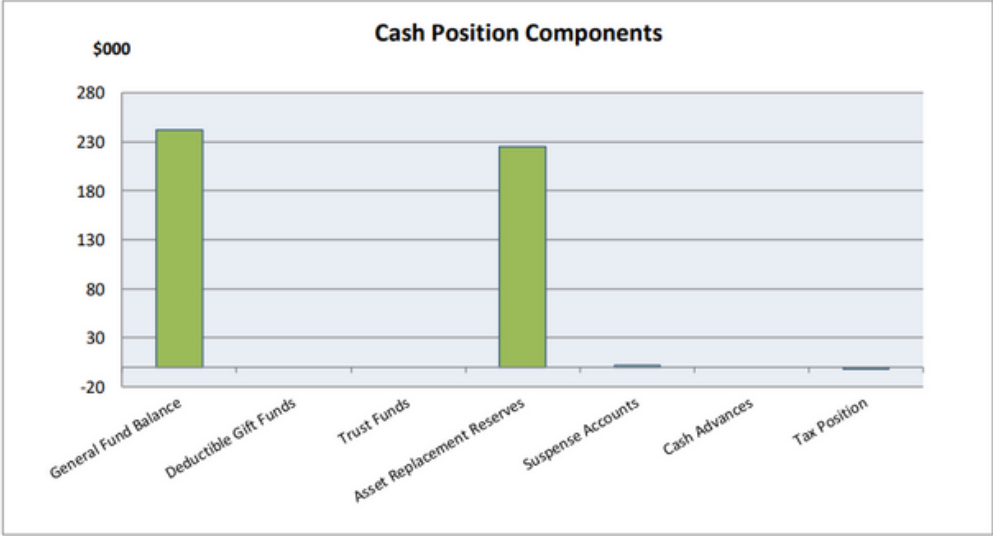


# FINANCIAL REPORT



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 50,801.90	\$ 31,967.47
2	Lease Payments	\$ 103,000.00	\$ 100,911.52
3	Utilities, Facilities and Maintenance	\$ 353,794.00	\$ 292,008.41
4	Buildings, Property and Equipment	\$ 78,287.00	\$ 98,475.66
5	Curriculum and Student Services	\$ 266,056.08	\$ 171,607.14
6	Professional Development	\$ 52,944.48	\$ 43,141.40
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 3,032.00	\$ 3,001.01
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 907,915.46</b>	<b>\$ 741,112.61</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 907,915.46</b>	<b>\$ 741,112.61</b>
	<b>Cash Budget Variance</b>	<b>\$ 27,737.88</b>	

# FINANCIAL REPORT



Cash Position Components		
	Bank Balance	\$ 467,169.70
	Made up of:	
1	General Fund Balance	\$ 241,634.73
2	Deductible Gift Funds	\$ -
3	Trust Funds	\$ -
4	Asset Replacement Reserves	\$ 225,187.47
5	Suspense Accounts	\$ 1,986.50
6	Cash Advances	\$ -
7	Tax Position	\$ (1,639.00)
Total Bank Balance		\$ 467,169.70

