SAFETY BAY PRIMARY SCHOOL

“Putting Children First”

SAFETY BAY PRIMARY SCHOOL
2014 ANNUAL REPORT

Endorsed by the School Council on

School Council Chairperson:  Mark Gooderham

Signature

Principal: Wayne McKay

Regional Executive Director: Margaret Collins
I am pleased to be able to present the 2014 Annual Report for Safety Bay Primary School.

This report provides parents, caregivers and the wider Safety Bay community with information about our school, its programmes and the performance of our students in the 2014 school year.

Our school is a highly effective school. We have hard working professional teachers and support staff who work together as a team to meet the academic, physical, creative, social and emotional needs of all students in our care.

In 2014 student enrolment numbers continued to increase throughout the year. This year we operated four pre-primary classes (101 students) and four kindergarten classes (80 students). Increasing enrolment trends over the past four years clearly indicate that Safety Bay Primary School is the school of choice in the local area.

During 2014 the school worked alongside the Safety Bay Community to make progress toward the achievement of many of our shared goals. The P&C Association along with the School Council, worked together to support a range of initiatives, including our outstanding Physical Education program, the annual Year 7 camp to Bridgetown and the Dance program which has links to the Safety Bay Senior High School program.

Buildings and grounds have continued to be enhanced by further development of our environment area, the pre-primary playground and the gardens.

I acknowledge the hard work of staff, parents, caregivers and many community volunteers in the educational journey of our students in 2014.

Wayne McKay
Principal
1 April 2015
Safety Bay Primary School is a public school that caters for approximately 748 students from Kindergarten through to Year 7. The school is located in the South Metropolitan Education Region, within the City of Rockingham, approximately 45kms south of Perth. A Learning Support Class taught by a specialist teacher is also on site.

Since first opening its doors at the Safety Bay Yacht Club in 1942 with 14 students, Safety Bay Primary School has enjoyed a strong and successful partnership with the local community. From these origins a strong relationship has been built through the attendance of successive generations of family members at our school.

In 2009 the old Safety Bay Primary School was replaced by a new state of the art school with twenty first century facilities. Together with members of the Safety Bay community, we bid a fond farewell to the old Safety Bay Primary School in April 2009. Parents, students and teachers both past and present joined in a day of celebration and remembering as they said goodbye to an icon of the Safety Bay community. A smoking ceremony was held to acknowledge the past and present owners of the land – the Noongar people.

The school boasts purpose built rooms that provide opportunities for the students to achieve outcomes from the Arts Learning Area through specialist teachers in Music and Visual Arts. The large enclosed undercover area, oval, basketball courts, practice nets and cricket wicket provide opportunities for the students to learn and refine a range of sporting skills under the guidance of a Physical Education Specialist Teacher.

Students also have the opportunity to learn to speak Indonesian under the guidance of Languages Other than English (LOTE) specialist teacher.

The school has state of the art Information Communication Technology (ICT) facilities that provide access to wireless networked computers across the school. All students have access to computers, laptops and interactive whiteboards in their classrooms and in their learning blocks. Access for all students has been further enhanced this year by the purchase of three banks of thirty two laptop computers.
OUR SCHOOL

Our Visual Arts program utilises our purpose built art and kiln rooms was introduced in 2010. The focus of the program over the past two years has been to present an engaging, broad range of art and craft activities that include opportunities to develop and practise skills, techniques and materials such as:

- Line, colour, shape, tone and texture to create 2-D and 3-D artworks
- Selecting and combining appropriate materials, media and tools for the development of art skills.

Our school Music program continues to be enjoyed by all students in years 1 – 7. Our Music Specialist Teacher works from the purpose built Music room that conveniently opens out onto the enclosed undercover area.

Our Learning Support Class (LSC) runs an inclusive program that caters for students with a diverse range of learning needs. These students work in the LSC in the mornings and join their mainstream class in the afternoon. The model enables integration for all students so that they can fully participate in all programs offered at our school.

A growing number of our students come from non-English speaking backgrounds. Families who have relocated from the United Kingdom, South Africa, India, New Zealand, Africa and Tonga have recently enrolled at our school. We also welcome a number of students who relocate with their parents who are part of the Defence forces based at Garden Island.
We believe it is our teachers’ job to teach and our students come to school to learn

We believe:
- All students have the capacity to learn;
- Children learn in different ways;
- Children learn best when teaching and learning opportunities align with their specific developmental needs;
- Teaching and learning opportunities should be tailored to meet the individual and group needs of all students;
- Children learn best when they take responsibility for their own learning;
- Goal setting and reflection are an integral part of teaching and learning;
- Children learn best when parents are actively involved in their education and
- Optimum learning takes place when strong partnerships exist within and across the school community.

At Safety Bay Primary School we are committed to providing a safe, caring and challenging learning environment.

Our goal is to develop resilient students who are self-disciplined, hard working and willing to participate at all times.

These values support our school’s mission, goals and beliefs:

- Respect;
- Responsibility;
- Resilience;
- Reflection and
- Relationships
The School Council membership in 2014 included the Principal, School Council Chairperson and P&C representative Mr Mark Gooderham, three staff representatives Mrs Sandra Casey, Ms Lynne Cooke and Mr Emanuel Ribeiro and four community representatives Mrs Leah Lindsay, Mrs Lisa Powell, Mrs Jean Burton, and Mrs Gaynor Boyd. The School Council met each term. During 2014 the School Council helped generate and endorse planning documents and policy including:

- 2013 Safety Bay Primary School Annual Report
- 2014 Budget
- 2015 Voluntary Contributions and Charges
- Year 6/7 Transition Process
- School Plan 2014 and 2015
- 2015 Strategic Plan
- Implementation of Reading Eggs and EnVision Maths
- Whole Body Listening

The P&C Association elections saw a number of changes to the executive membership. Decisions were made to change meetings to during the day, which brought in a number of new members. Both the School Canteen and Uniform Shop were managed by paid co-ordinators and volunteers.

A number of fundraising events took place throughout the year with great success. These included the annual Easter Raffle, Treasure Trail, a whole school walkathon and a school disco enabling valuable funds into the P&C funds. The funds raised contributed to sports equipment for classes, ribbons for carnivals, a shed for storage and the bus for Bridgetown Camp.

This year Safety Bay Primary School students have had the opportunity to participate in special programs across a range of learning areas. Specialist Programs:

- Languages Other than English (LOTE) Indonesian
- Physical Education
- Music
- Visual Arts
- Dance

At Safety Bay Primary School, our logo states, ‘Children First’ and in line with our 5 core values; Relationships, Reflection, Resilience, Respect and Responsibility, we believe, as does Wilson that there are 3 key things critical to learning (need ALL 3 things):

1. Trusting relationship with a teacher they get along with.
2. Working at their ability.
3. Need to be able to make friends.

Play is the Way is a practical methodology for teaching social and emotional learning using guided play, classroom activities and empowering language.

Three days a week staff and students play the Games that are appropriate for their year level, generally before recess. Even during inclement weather there are games that can be used in the classroom. Teachers master a particular game and after 3 weeks will move on to another group of children from the same year level, building a rapport with those students also.
In 2014 the Literacy Committee researched different literacy blocks approaches from other schools. The idea was to create a Safety Bay format that would ensure the incorporation of the whole school processes that have been introduced in past years. The literacy committee came up with several ideas and a trial of the different literacy blocks was undertaken. Staff provided feedback that assisted the committee to develop a literacy block format that suited Safety Bay Primary School. This format ensured all staff would have the same components imbedded in their literacy program.

Staff knowledge on Guided Reading and ‘Words their Way’ was reinforced through Professional Learning presentations on School Development Days. This ensures a common approach across the school in regards to these programs.

During the year Literacy Leaders attended Peron North Literacy meetings. These meetings involved representatives from all other schools in the Rockingham area. Teachers worked together to improve the literacy of children by:
- Discussing evidence based programs that support student learning.
- Liaising with the local High Schools to ensure that we prepare the students for tasks that they will undertake.
- Setting assessment tasks to grade and discuss to ensure that we all have a common understanding of the expectations for each year level.

At the end of 2014 all staff undertook a trial of Reading Eggs. Positive feedback was provided by staff on the program and was supported by parents. This program is used as a rotational activity during Guided Reading. Students can access the program at home as part of their home reading. It was decided, with the added support of parents, to introduce Reading Eggs in 2015.
## Student Performance Information

### Attendance % - Primary Year Levels

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## ENROLMENTS

### Rates of Transience:

In 2014 we experienced an overall transience rate of 19.4%. This is a 3.1% decrease since 2012. In 2014 we had 234 new students enrol which included 80 Kindergarten students. This is an increase of 24 students from 2013.

## Analysis

- In 2014 the percentage of students in Bands 4 to 10 increased to 30% compared to 22% in 2013.
- In 2014 the percentage of students AT or BELOW the National Minimum Standard was 11% compared to 16% in 2012.
- In 2014 students in Bands 4 to 10 is above the State. This is most encouraging.
### Percentage of students in each Proficiency Band

#### Year 5 Writing

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**Analysis**

- In 2014 the percentage of students above National Minimum Standard was 78 compared to 59% in 2013.
- In 2013 the percentage of students AT and Below National Minimum Standard decreased significantly in 2014 compared to 2013.
- The 2014 results are significantly better compared to Like Schools.

### Percentage of students in each Proficiency Band

#### Year 7 Writing

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**Analysis**

- The percentage of students AT or Below the National Minimum Standard is similar to like schools.
- Ongoing targeted case management will be required to decrease the percentage of students in Band 5.
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**Analysis**
- In 2014 the percentage of students in Bands 6 to 10 is higher than in Year 2012 and 2013.
- The number of students AT or BELOW the National Minimum Standard is similar to Like and State schools.

### Percentage of students in each Proficiency Band

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**Analysis**
- The percentage of students in Band 5 has decreased significantly from 2013 to 2014.
- There has been a steady increase in bands 7 to 10 since 2012.
- Students AT or Below National Minimum Standard is same as Like schools.
### Year 7 Reading

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**Analysis**
- The percentage of students At and Below National Minimum Standard has decreased significantly since 2012.
- Safety Bay Primary School compares favourably with Like schools.
- Ongoing targeted case management is needed to increase the percentage of students in Bands 7, 8 and 9 to 10.

### Year 3 Numeracy

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**Analysis**
- The percentage of students AT or Below the National Minimum Standard is 27% compared to 18% in like schools.
- In 2014 there has been a pleasing increase in the percentage of students in Band 6 to 10 compared to 2013.
- Ongoing targeted case management is needed to lift the percentage of students in Bands 3 and 4 into Bands 5 and above by Year 5. This will be a priority in 2015.
## Percentage of students in each Proficiency Band

**Year 5 Numeracy**

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**Analysis**

- The percentage of students in Bands 7 to 10 has increased significantly compared to 2013.
- The percentage of students in 2014 who are AT or BELOW National Minimum Standard has dropped by 5% since 2013.
- Ongoing targeted case management is needed to increase the percentage of students in Bands 5 and 6 to lift them into higher bands by Year 7.

## Percentage of students in each Proficiency Band

**Year 7 Numeracy**

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**Analysis**

- The percentage of students AT or Below the National Minimum Standard has improved significantly since 2012.
- Ongoing targeted case management is needed to increase the percentage of students in Bands 8 to 10.
KidsMatter consists of four components and involves staff attending professional learning on each as a part of the process of working towards becoming a KidsMatter school. These components include positive school community, social and emotional learning, working with parents and carers and helping children with mental health difficulties. KidsMatter is the umbrella that sits over everything school undertakes as it is the ‘Kids really do matter’.

It has been a slow journey to become a complete KidsMatter school. The process involves many steps and the KidsMatter committee want to ensure that each component is understood by all interested parties before moving on. During 2014, the KidsMatter committee and staff have completed the first two components. The committee have attempted to provide information evenings for parents about KidsMatter so far these have not been successful during the year.

Component two of KidsMatter involves implementing a social and emotional program in the school. Staff attended a presentation by the KidsMatter Committee on component two and where provided with a selection of programs that met the KidsMatter criteria. ‘You Can Do IT’ was the program selected by staff to implement in the school.

This program is about promoting the 5 Keys of social and emotional capabilities: Confidence, Persistence, Organisation, Getting along and Resilience. To develop these 5 Key Foundations is instilling the 12 Habits of the Minds which are:

- Accepting Myself
- Taking Risks
- Being Independent
- I Can Do It
- Giving Effort
- Working Tough
- Setting Goals
- Planning My Time
- Being Tolerant of Others
- Thinking First
- Playing by the Rules, and
- Social Responsibility

With the growing number of children in the school it was identified that children were struggling with the lack of play equipment. The Sydney Project, which involved students using everyday objects to promote imaginative play, has been investigated. The difficulty with implementation has been in ensuring the equipment is secure and stored adequately. A decision was made to enclose the side of the library enabling storage for the equipment required to run the program.

Lunchtime activities were introduced whilst the project was being developed. A variety of activities were provided for the children including, dodge ball, library games, card making, soccer, board games and chess. Staff would commit to a day where they did not have duty and conduct an activity for children from different year levels. These activities delivered a meaningful event for the students during break times.
2014 presented a very successful year in the sporting fields as the activities offered have enabled the children to be exposed to situations which require development of the 5 “R”s. Success was achieved in many of the interschool events, but more importantly, children have had the opportunity to be involved and enjoy the participation.

At the school level, areas covered in 2014 have been:

**Junior Primary** (Years 1 – 3): The main emphasis for these year levels is the development of the fundamental movement skills that all children require for successful participation in game play in later years. Lessons are based on the material in the “Fundamental Movement Skills” package developed by the Education Department of WA, the “Fundamental Motor Skills Resource Kit” developed by the Victorian Physical and Sport Education Section, and the activities to cover these are often based on those in the Landy and Landy resource books “PE Activities for Grades …..(K – 2 in this instance)”. An emphasis in these lessons is also to give the children the opportunity to learn and use basic communication and cooperation skills when interacting with other people.

**Middle Primary** (Years 4 & 5): Phys. Ed lessons continue development of the higher level fundamental movement skills and introduce fundamental games strategies using the “FUNdamental Game Strategies” file produced by the “Be Active WA” taskforce. Other resources are the “Ready Set Go” modified sports program file and the appropriate Landy and Landy books. The activities also allowed the use of communication and cooperation skills that contribute to interpersonal and group interactions.

**Senior Primary** (Years 6 & 7): Continuation of the fundamental games strategies and higher level skills are an emphasis and also the opportunities to develop interpersonal skills in team situations, umpiring, managing groups, etc, are given. Skills in lessons were usually based on carnivals coming up. Resources used are the “FUNdamental Game Strategies” file, and resources supplied by specific sporting associations.

**Year 4/5 Sport:** In terms 1 and 2 the children were split into groups of about 27 and they rotated around each teacher who was running a different game. This enabled them to apply the skills being covered in PE lessons in game situations as well as learning new skills from specific expertise of other teachers and outside resources such as the tennis courts adjoining the school. Term 3 the children worked in their faction groups to practise the individual and team events for our athletics carnivals. Term 4 was interschool athletics practise for some children, rotation of further games and activities and a tabloid activity that ran over a few weeks.

**Year 6/7 Sport:** In term 1 the children selected one of the summer carnival events for training, and later on in the term we began “Eagles” and “Fever” Cup training and selection. Term 2 was training for the winter carnival sports and later in the term, training for the spring carnival. Term 3 began with further spring carnival training. We also had our own school cross country and interschool cross country. In this term the children also began training for our athletics carnival in their factions. Our Faction Athletics Carnivals were held on two different days for the Years 1 - 3 and Years 4 – 7. Fourth term was interschool athletics training and a rotational basis of games and activities.
Swimming Lessons: Years 4 – 7 were held in first term in weeks 1 and 2 and PP – 3 lessons were held in fourth term in weeks 7 and 8.

In-school clinics: A number of clinics were arranged throughout the year during PE and sport times that gave the children the opportunity to experience a variety of sports with specialist coaches. Examples of these were: hockey (from the Rockingham Redbacks Hockey Club); basketball (American imports into Rockingham Flames); rugby (from the WARL development association); soccer (from the local specialist high school); AFL football (from the SEDA high school program); cricket (rep from the WACA); etc

Interschool Carnivals: Throughout the year, a large number of children had the opportunity to represent the school in a variety of sporting events at an interschool level. Our school participated in the following: Swimming; Summer Carnival (volleyball, cricket, and tee ball); Eagles (football) and Fever (netball) Cup; Winter Carnival (hockey, football, netball, soccer); Spring Carnival (league tag rugby, ultimate Frisbee, basketball and soft Crosse); Cross Country; Athletics.

Extra Curricula Activities: In first term the children who were in the interschool swimming carnival were able to attend swimming training before school from 7.10am – 7.50am at a local pool. This was very successful with approximately 75% of the squad attending.

Throughout all of third term and half of fourth term the whole school community was able to attend “Runners’ Club” if they wished. We had nearly 200 children from K - 7 sign up for this which was held one morning before school and one afternoon after school. Parents were able to attend if they chose. Children earned certificates and rewards as they reached certain milestones.

The year 6 and 7 girls who were members of the RASSA basketball carnival were able to attend the state championships later in the year as they were the winning team for our division.

This was the last year of year 7s in the primary school environment, so their absence from day to day lessons and carnivals will change the complexion of the way things are organised in 2015.

Sonya White
Physical Education Specialist
The year 2014 was a very interesting one in that both our years six and seven classes were to graduate to secondary school in 2015. In the art room it was both busy and productive.

The aim during the year was to cover a wide variety of art processes and to cover the basic elements of design across the year levels. Colour, shape and texture were used to create 2-D and 3-D artworks with an emphasis of selecting and combining appropriate materials, media and tools for the development of art skills.

The Upper School

The use of clay to produce our traditional ceramic garden gnomes was a major production across both year levels prior to the children’s annual camp. These were produced en masse, fired, painted and sprayed ready to display.

Other areas covered in the upper school included printmaking using lino to cut out the children's designs which were based on Australiana, abstract pattern making, painting using food colouring dyes, drawing and colouring portraits using pastels chalks and sunset paintings.

All of these areas involved planning and the use of the elements of design including line, shape, colour, and texture.

The Middle School

Middle School lessons consolidated the elements of design areas previously covered, especially line, shape, colour and texture. These areas were incorporated into the design phase of their work and in the execution of each particular piece of art. A wide range of materials, media and topics were presented.

Areas covered include drawing, patterned faces, printmaking using foam sheets and pressing the design into the sheets with pencils, landscape painting and ceramics.

The ceramic model covered this year was the decorating of a pinch pot based on an owl design.
The Junior School

Junior School lessons introduced the children to many of the elements of design and skills necessary to tackle a range of different art projects. Emphasis was placed on the procedures necessary for the smooth running of an art room. Things like looking after equipment, collecting and putting away equipment correctly and listening to instructions carefully so that they knew exactly what was expected of them.

Visual Art areas that were covered include the elements of design, especially colour, line, shape and texture. Simple colour theory was also covered so the children could learn their primary colours and secondary colours. Projects and art work done by the children covered a range of media and skills. In ceramics the years 2 and 3s made owl plaques using various clay techniques while the year ones made a ceramic tortoise. Paintings and drawings included topics as diverse as portraits, abstracts and snowmen. For printmaking a garden scene of flowers and brick wall were developed using stamping techniques.

Overall 2014 was a successful year in terms of output from the children, quality of work and the obvious enjoyment of most children during lessons.

Gary White,
Art Specialist
MUSIC REPORT 2014

2014 saw some very positive advances in the music Program at Safety Bay Primary.

A largely ‘hands on’ approach to learning meant that students were engaged and excited about their progress in music. Through participation and cooperation with playing music together in ensembles and as whole classes’ students also learned many important social skills including confidence, resilience and teamwork.

By the end of 2014, junior school students demonstrated a solid understanding of the basic elements of music, learned through singing, percussion exercises, written work and musical games and activities.

Middle school students built on their foundation skills and were able to put theory into practice through the study of recorders, ukuleles and drumming, as well as singing, percussion and games/activities.

In the upper years we covered a diverse program which included units on drumming, ukuleles and keyboards. We also looked at the genealogy, history and features of some of the main genres in music throughout the year, and introduced a range of music technologies and also tools for song writing.

2014 saw the reintroduction of a school choir and drumming group at Safety Bay Primary, with strong performances by both groups at the Rockingham Community Fair and school graduation assembly. Our SIM instrumental music students also did us proud in their graduation performances.

Our school also participated in ‘Music -Count Us In’, where we joined our voices with half a million students around Australia and experienced a live video streaming of the event. Both students and staff found this a rewarding and enjoyable experience.

We look forward to building upon these initiatives in 2015 and beyond.

*Sally Quealy*  
**Music Specialist**  
**Safety Bay Primary School**
How Indonesian Language is taught at Safety Bay Primary School.

Indonesian Language is taught from years 3 to 7 using a cross curricular approach to literacy and numeracy. All lessons teach text, word and sentence level work, writing, speaking, listening, viewing and responding and focus on different themes. Each student has a journal or writing book which contains work that has been taught during the year.

Students have approximately 40 minutes per week during which students get to revise prior learning before starting the new lesson and end the lesson on a writing task that relates to the theme being taught. Most classes have enhanced learning programmes which use the interactive whiteboard extensively. This leads to better engagement and focus for students which improves and adds to enrich students' learning as we travel to Asia and Indonesia courtesy the fantastic technology!

Senior classes are able to access ICT technology on laptops to learn / revise vocabulary, play interactive games or research information relating to Indonesia and Asia. Recently we read a book “Tears in the Jungle” based on a real life experience and students wrote a report using images of places and animals that featured in the book. It was a task that was enjoyed by most students as it had a feeling of being “real”.

This year the themes covered are based on Nationality and names of Countries in Indonesian, Indonesian songs, Introduction, description and taste of local Australian and Indonesian Tropical fruits, Indonesian folktales, Where I live, Sums involving multiplication, addition subtraction and division using Indonesian numbers, Days of the week and creating a book on Fruits using days of the week and simple sentences to carry out a conversation introducing yourself to another using correct greetings and salutations. Junior classes enjoyed acting out the Indonesian folktales that they had heard and viewed earlier.

Mrs Manjeet Ahluwalia

Teacher of Indonesian
Dance was a very successful subject in 2014. All students participated well and performed in front of an audience.

The focus was on Educational Gymnastics. Students from Years 4 to 7 were taught the basic control of their bodies. They were taught a variety of rolls that we would use in Contemporary Dance and also Partner Balances helping them to work with others. I then taught linking dance moves to put everything together.

Safety Bay Primary School is very well appointed with an excellent sound system and gymnastics mats. The mats were used extensively to learn the basic form of educational gymnastics.

Once the students learnt the techniques described, they were asked to choreograph an Educational Gymnastics Routine. The routine had to include a different number of elements according to their age. The younger children had fewer elements to choreograph. Their routines were set to music and they had to have a beginning, middle and end. Students needed to work with a partner and include the rolls, partner balances and dance steps. The task is quite complex and involved a Semester’s work, with only 47 minutes per class each week it is difficult to complete tasks.

Every child performed in front of their class and other teachers and teachers’ aides. Performance etiquette was taught and a high expectation whilst others were performing was expected. Some students practised at home and at recess and lunch time leading to a more polished routine. The performance helped all the students on so many levels. They had to learn to get on with one another, listening to their partner’s wishes and being assertive enough to state their own. They had to remember their routine; many used writing tools to help them remember. Some students illustrated their routines and some wrote down their routines, using a variety of learning techniques. Students learnt to polish their performance by practising over and over, trying to move their routines to their long term memories. The students were also taught to acknowledge performers and reward excellence.

Overall students increased their; fitness, cognitive ability, coordination, performing in front of others, emotional intelligence, understanding of music, muscular strength and appreciation of Dance Performance.

Karon Patterson
Dance Teacher