



CURRAMBINE PRIMARY SCHOOL
Annual Report

Contents

Overview.....	7
Staff Profiles	8
Teacher Professional Development.....	9
School Business Plan	9
Student Enrolment Data.....	9
Student Attendance Data	10
Student Destination Data.....	11
The School Board.....	12
P&C Association.....	12
Marketing.....	12
Facilities Use and Development.....	12
Financial Management Data	13
Financial Summary as at 31 December 2016.....	14
School Highlights 2016.....	15
English.....	17
Mathematics.....	20
Science	22
Physical and Mental Health and Wellbeing.....	22
Humanities and Social Sciences (HaSS).....	24
LOTE - French.....	24
The Arts	25
Student, Parent and Staff Survey Information.....	26

Introduction

The Annual Report for Currambine Primary School provides parents and the wider community with information about our school, the learning programs we offer and the performance of the student population. The report identifies our many successes and achievements, as well as areas where we hope to improve. The report is made up of:

- Section One – School Overview - This section of the report provides information about school context, our students, the staff and the curriculum we offer. This section also includes data on a range of operational matters such as attendance, student destinations and enrolment trends.
- Section Two – Business Plan and Learning Area Reports – In this section of the report, information is provided on the students' academic performance in the 2016 school year.
- Section Three – Student and School Improvement Process 2017 – The final section of the report provides information about the strategies and action the school will take in 2017 to improve the students' achievements and enhance the school's effectiveness.

We urge the parents of our school community to peruse the report.

Yours sincerely,



Geoff Smith
Principal



Mike Bush
Board Chair

Our Vision

To work “Together Towards Tomorrow” while guiding our community to ethical leadership and strong academic achievements.

Our Philosophy

- Value, support and promote excellence in all areas.
- Provide a stimulating, challenging, supportive and enjoyable environment for all stakeholders.
- Promote life-long learners who are reflective, collaborative, proactive, ethical leaders who take responsibility for their own development and are prepared for the future.
- Support the development of productive, positive relationships between students, their families, the staff and the wider community.
- Promote problem solving, critical, logical and creative thinkers.



School Overview

Overview

Currabine is an Aboriginal word meaning place of plenty of rock. Our school is located in the suburb of Currabine, some 25 kilometres north of Perth in the City of Joondalup. The school opened in 1997 with approximately 300 children and presently has an enrolment in excess of 820 students. Currabine Primary School is an Independent Public School.

Some 46% of students enrolled are from the suburb of Currabine. Some 10% of our students come from Kinross with a further 7% from the suburb of Joondalup. The remaining students attend from a diverse range of suburbs coming from as far north as Alkimos, as far south as Beldon and as far east as Banksia Grove.

Some 30% of our students are from overseas with the majority of the students from the United Kingdom, South Africa and New Zealand. Some 10% of the students come from backgrounds where English is an additional language. The school presently has 0.8% of the student population identified as Indigenous. The school currently has 2% of students with a diagnosed disability.

Our school has wonderful facilities including four fully air conditioned teaching blocks made up of eighteen classrooms. We also have a purpose built Visual Arts and Science room as well as two music rooms. Additionally, there are fourteen air conditioned demountable classrooms. All classrooms have internet access and access to desktop computers, Macbooks or iPads. All rooms

have Smartboards or eboards. The school also has a carpeted undercover assembly area.

Our school offers a comprehensive curriculum consistent with the expectations of the School Curriculum and Standards Authority and is presently implementing the Western Australian Curriculum in all learning areas. We offer specialist programs in Visual Art, Music, French and Physical Education. As a 'Leader in Me' school, all children receive instruction in the Seven Habits of Highly Effective People

Our Student Care and Support Policy encourages our students to make positive choices and provides many opportunities for our students to be rewarded for positive behaviour. This includes: Merit Awards, Assembly Stars, Faction Tokens and Home Reading Rewards. Students in Years Four through Six participate in the Gold Class Reward Scheme. Students are also encouraged to teach through various roles such as Student Councillors, Faction Captains and the Tech Crew.

Currabine Primary School enjoys a strong sense of community and special events such as the ANZAC ceremony and Carols by Twilight provide opportunities for us to gather. The community also supports the school through our P&C Association and School Board.

All staff at Currabine Primary School are merit selected and are focused on working innovatively and collaboratively to enhance student learning.



School Overview

Staff Profiles

In addition to the Principal, Currumbine Primary School has fifty eight teaching staff and twenty nine non-teaching staff, ranging from cleaners and ground staff to education assistants to administrative staff. The majority of the teaching staff are in full-time roles (69%), though a range of part-time positions exist within the school. The majority of non-teaching staff hold part-time positions (72%).

Some 10% of the staff are male. The average age of a teacher at Currumbine Primary School is 44.5 years. Some 18% of the staff are over the age of 55, while a further 4% of staff are teacher graduates.

Teachers on average have been educators for 15.9 years and have worked at Currumbine Primary for an average of 10.2 years. Education Assistants have on average been in the role 11.4 years and been employed at our school an average of 11.2 years.

The school has three Associate Principals who hold significant leadership responsibilities in collaboration with the Principal. Each Associate Principal leads year level professional learning communities: Junior (K- Year 1), Middle (Year 2 - Year 3), and Senior (Year 4 – Year 6) as well as areas of whole school responsibility.

The school has a significant number of specialist teaching staff including two Physical Education staff and teachers of French, Visual Art and Music.

All teaching staff are appropriately registered with the Western Australian Teacher Registration Board and have appropriate teaching qualifications. Our teaching staff are both experienced and capable. Some nine teachers hold Level Three Classroom Teacher status, which is the highest level that can be achieved. A further fourteen teachers hold the title of Senior Teacher.

The administrative needs of the school are managed by a full time Business Manager and three School

Officers who are employed for 2.5 FTE. A full time Library Officer manages our library and resources. The school also employs the services of a School Chaplain two days per week and a School Psychologist two days a week.

The school employs some twenty one Education Assistants in 2016. Some 6.6 staff were deployed to Kindergarten and Pre-Primary classes with a further 0.8 staff being deployed to the Year One and Two classes. Some 6.55 staff were deployed to support students with disabilities, specific learning disorders or experiencing difficulty with their academic progress. The number of Education Assistants employed by the school will grow in 2017.

Our grounds are managed by three cleaning staff and a part-time gardener.



School Overview

Teacher Professional Development

All teaching staff at Currambine Primary School are expected to engage in professional learning to ensure their teaching reflects contemporary understandings about best practice. In 2016, staff participated in well over 2000 hours of professional learning. This year key areas of focus included:

- Student Assessment Practice
- Explicit Instruction
- Reading Instruction
- Australian History Curriculum
- Australian Science Curriculum
- Using MacBooks to support student learning
- I Do It Program
- Using iPads to support student learning
- Using eBoards to support student learning
- National Quality Standards for Early Childhood Education

School Business Plan

In 2014, the School Board ratified a new School Business Plan which identifies our school's key areas of focus for the past three years. The plan has a strong focus on enhancing the students' achievement in the areas of literacy and numeracy as well as implementing phase one of the Australian Curriculum. A strong focus on student mental health and wellbeing is also a critical area for development with multiple programs being initiated to support children in this area. A continued focus on digital learning is also a feature of the 2014-16 Business Plan, with eboard learning made available across the whole school, a strong focus on iPads in the K-Year Three class and the trialling of the use of laptops commenced in Year six classes in 2015. A copy of the Business Plan can be found on www.currambineps.wa.edu.au

Information about the 2017 - 19 Business Plan can be found in section three of this report.

Student Enrolment Data

Year	Enrolment
2016	848
2015	821
2014	894
2013	868
2012	847
2011	780
2010	819
2009	832

In 2016, enrolments increased by some 27 students. A trend towards growing enrolments is expected to continue in 2017 and beyond though the school's enrolments will not be allowed to exceed 880 students.

Some 443 students are female representing 52% of the student population with 405 male students representing 48% of the population. There has been a continuing trend to enrol beyond the school's boundaries with 54% residing beyond the suburb of Currambine.

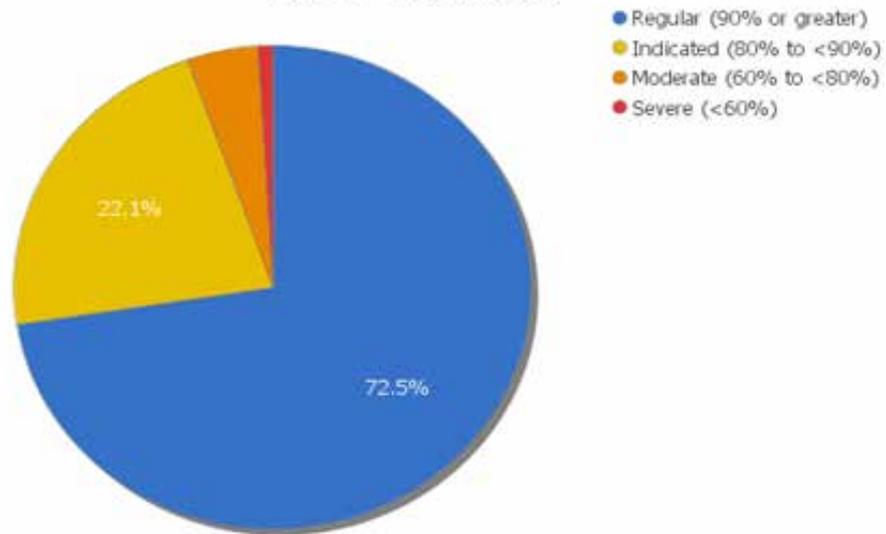
This year, some 62 new students enrolled in the school up from 50 students in 2015 and 56 students in 2014. During the year, some 32 students left the school down from 62 students in 2015.

Families who enrolled students during the 2016 school year are invited to provide feedback to the school on this process. In 2016, six families responded. Some 43% of families met the Principal during enrolment and 29% of respondents also met an Associate Principal. All families felt their child was welcomed into the community and that the school staff were friendly and approachable. Some 93% of parents felt well informed about the school's policies and process on enrolment. Areas where parents indicated that further information would be useful are school banking and this is an area to include in the enrolment package.

School Overview

Student Attendance Data

Attendance Profile 2016 Semester 2



2016 Attendance Data

Year Level	Regular Attendance <90%	At Risk Attendance 80%-89%	At Risk Moderate 60%-79%	At Risk Severe >60%
K	63	22	9	1
P	90	22	5	2
1	84	27	5	1
2	74	25	5	1
3	78	33	5	0
4	67	23	4	0
5	78	21	4	1
6	86	19	6	2

Whole School Attendance Data

Year	Regular Attendance < 90%	At Risk 80% - 89%	Moderate At Risk 60%-79%	Severe At Risk > 60%
Sem 1 2016	83.1%	14.7%	2.1%	0.1%
Sem 1 2015	84.8%	12.6%	2.1%	0.5%
Sem 1 2014	80.7%	16.1%	2.4%	0.9%
Sem 1 2013	86.0%	11.0%	2.5%	0.5%
Sem 1 2012	83.8%	12.5%	2.1%	1.6%
Sem 1 2011	82.1%	12.0%	2.9%	3.0%

School Overview

The attendance data is for Semester One of each year. Attendance rates continue to be below expectation for our school, though rates of attendance for all year levels do exceed the attendance rates for the public school system. Some 83.1% of students have regular attendance down from 84.8% in 2015.

Attendance is strongest, this year, at Years Six, Year One and Pre-Primary. Attendance was weakest in Kindergarten with only 63% of students attending for 90% of the days available. Attendance at Years Four (67%) and Two (74%) are also a concern.

Some 14.7% of the student population had an attendance between 80% and 89%. These children are considered at risk. This represents 170 students. Some 2.1% of students were identified as at moderate risk (70-79%) representing sixteen students. One student was identified as at severe risk with an attendance below 60%.

Absence due to vacation was at 13% of all absences in Semester One though a further 5% of absences were unauthorised absences. Some 19% of all absences occur without an explanation being provided by the parent or carer.

Student Destination Data

Year	Ocean Reef SHS	Belridge SHS	Kinross College	Other Government Schools	Non-Government
2016 (Year 6)	34%	16%	5%	22%	23%
2015 (Year 6)	30%	10%	8%	33%	19%
2014 (Year 6)	0%	0%	1%	3%	96%
2013 (Year 6)	0%	0%	4%	0%	96%

Some 50% of graduating students attend the local feeder secondary schools of Ocean Reef Senior High School and Belridge College. Some 22% of students attend other public secondary schools often for specialist programs. Some 28% of our graduating class have enrolled in specialist programs including music, marine studies, netball, soccer and basketball.



School Overview

The School Board

As an Independent Public School, Currambine Primary School's strategic direction and improvement actions are shaped by our School Board. Our Board includes six parent representatives, three staff representatives, the Principal and one community representative. Our community representative in 2016 was the Honourable Albert Jacob MLA, Minister for the Environment and Heritage. The Board has been very active in 2016 developing a new Business Plan to shape the direction of the school through to 2019. A strong focus on the continued improvement of our students' literacy and numeracy performance, support each child to develop the skills to manage their wellbeing and that of others and build digital literacy are all key areas of focus. The Board has also been keen to address challenges with parking and liaising with government regarding the recently identified asbestos panels in the school.

The contribution of all Board members is acknowledged as is the leadership of Mike Bush our Board Chair. It was pleasing to note that the work of the Board was commended in our 2016 external review of the school.

P&C Association

The Currambine Parents and Citizens Association is committed to providing a forum for families to work with the school to provide the best resources and facilities possible for the students in our care. The association has been extremely active in 2016 raising over \$30,000 for the school. These funds have been primarily used to support the installation of a new playground behind the canteen. The P&C have also supported the purchase of decodable readers for the junior years. We acknowledge and thank the members of the association for their support and, in particular, the Parents and Citizens Association for the leadership over the past twelve months.

Marketing

Currambine Primary School seeks to promote the work of our school to the wider community. The marketing of the school is led by Marketing Officer, Mrs Rochelle Taylor. Our marketing strategy is designed to promote our brand to multiple audiences including present families, prospective enrolments, future employees and the wider community. The key focus in 2016 has been the further enhancement of our new signage, and the use of a branded and personalised daily workpad/handbook for the teaching staff.

In 2017, the School Marketing Committee will focus on a review of all aspects of our marketing and brand management and identifying further improvement actions.

Facilities Use and Development

Currambine Primary School is keen to encourage both community groups and commercial providers to utilise our school facilities outside the normal hours of instruction. This provides families the opportunity to access a range of services for their children on the school site and the school can be seen as part of the social capital of the local community. Commercial providers who use the school's facilities are charged for access representing a revenue source for the school. A diverse range of groups use the school facilities including sporting groups, day care providers, dance schools and faith based organisations.

The school is committed to enhancing the facilities and grounds within the constraints of our budget. In 2016, a number of facility improvements have been undertaken including:

- Installation of a new playground,
- Upgraded school signage,
- Installation of shade sails between blocks one and three,

School Overview

- Upgrade the wireless facilities in the school.

A master plan for the grounds is in place. The focus for 2017 is on improving the playground facilities in the early childhood play area, increasing shade in the school and improving the appearance at the front of the school. In 2017, the facilities improvement agenda will focus on refurbishing some of our transportable buildings.

The school has established a tax deductible building fund to provide an opportunity to incentivise both school families and the wider community to donate funds to support grounds and facility improvement projects.

Financial Management Data

Year	School Revenue
2016	\$951,886.00
2015	\$811,304.00
2014	\$827,762.00
2013	\$1,088,397.00
2012	\$943,430.00

The revenue in 2016 has risen by some \$140,000 on the 2015 figure. This has been driven in part by substantial grant funding which supported the professional learning of the schools in the Joondalup Learning Communities and the increasing of grants from the state government, along with increased funding for the after school sports program.

Expenditure patterns remain relatively consistent with previous years.

Materials to support the school education programs is by far the largest area of expenditure. This is followed by the cost of utilities and facilities upgrades.



Voluntary Contributions

The voluntary contributions in 2016 were set at \$60.00 per child, which is the maximum allowable under the School Education Act 1999.

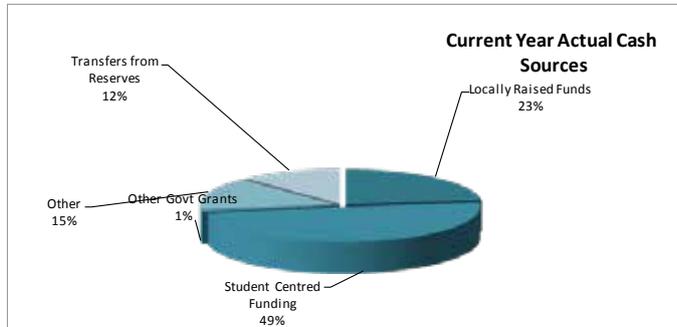
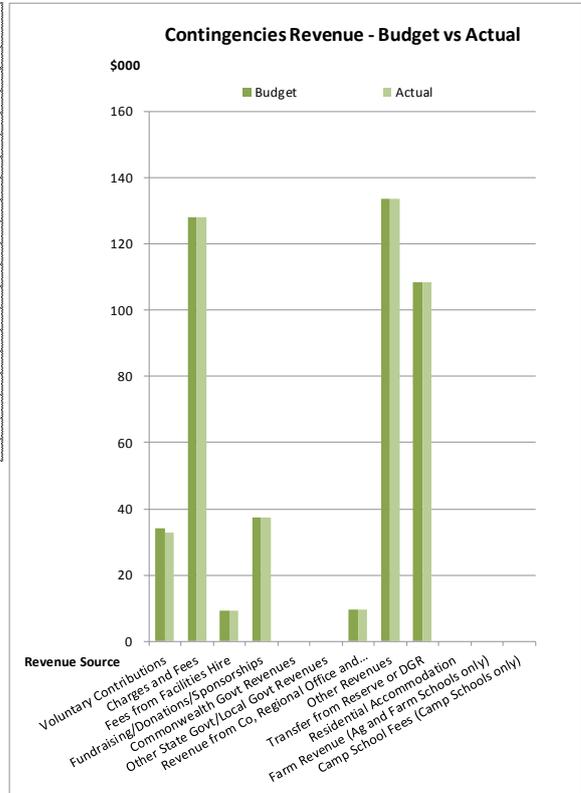
Year	Percentage Paid	Revenue Collected
2016	62.95%	\$31,278.00
2015	67.1%	\$32,548.00
2014	71.5%	\$37,696.00
2013	66.76%	\$33,789.00
2012	64.73%	\$30,642.00

A slight decrease in the revenue raised from voluntary contributions is noted in 2016. This pattern was consistent with a fall noted in 2015. The percentage return on voluntary contributions is a further decline from 2015 and 2014. This may well reflect the challenging economic circumstances within Western Australia at this time.

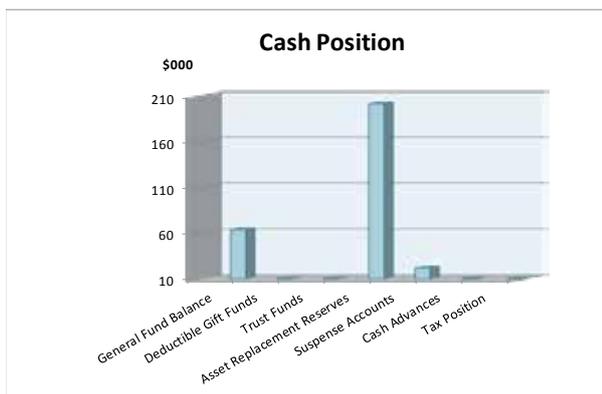
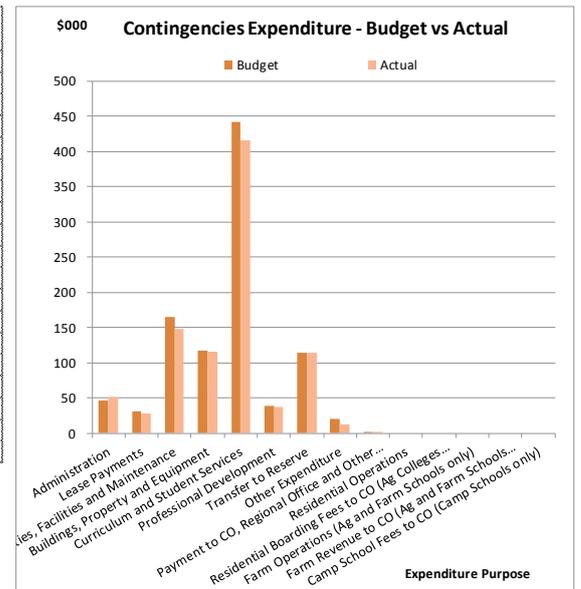
Financial Information

Financial Summary as at 31 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 34,028.00	\$ 32,744.00
2	Charges and Fees	\$ 127,977.00	\$ 127,937.34
3	Fees from Facilities Hire	\$ 9,079.00	\$ 9,079.54
4	Fundraising/Donations/Sponsorships	\$ 37,474.00	\$ 37,474.09
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 9,448.00	\$ 9,448.29
8	Other Revenues	\$ 133,647.00	\$ 133,648.71
9	Transfer from Reserve or DGR	\$ 108,434.93	\$ 108,434.93
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 460,087.93	\$ 458,766.90
	Opening Balance	\$ 85,154.00	\$ 85,153.97
	Student Centred Funding	\$ 439,858.80	\$ 439,858.80
	Total Cash Funds Available	\$ 985,100.73	\$ 983,779.67
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 985,100.73	\$ 983,779.67



	Expenditure	Budget	Actual
1	Administration	\$ 45,487.00	\$ 50,746.17
2	Lease Payments	\$ 31,400.00	\$ 27,716.68
3	Utilities, Facilities and Maintenance	\$ 164,959.00	\$ 146,963.20
4	Buildings, Property and Equipment	\$ 116,216.01	\$ 115,609.07
5	Curriculum and Student Services	\$ 442,088.22	\$ 414,977.91
6	Professional Development	\$ 38,016.00	\$ 36,264.08
7	Transfer to Reserve	\$ 113,735.00	\$ 113,735.00
8	Other Expenditure	\$ 20,557.00	\$ 12,077.27
9	Payment to CO, Regional Office and Other Schools	\$ 1,917.50	\$ 1,808.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 974,375.73	\$ 919,897.38
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 974,375.73	\$ 919,897.38
	Cash Budget Variance	\$ 10,725.00	



Cash Position as at:	
Bank Balance	\$ 285,166.95
Made up of:	\$ -
1 General Fund Balance	\$ 63,882.29
2 Deductible Gift Funds	\$ 8,519.79
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 201,957.61
5 Suspense Accounts	\$ 21,839.26
6 Cash Advances	\$ 1,000.00
7 Tax Position	\$ 10,032.00
Total Bank Balance	\$ 285,166.95

School Overview

School Highlights 2016

Currumbine Primary School enjoyed a year of success and achievement in 2016 with many outcomes our school community can take great pride.

The students' academic performance continues to improve and this is reflected in the student achievement data that has been collected over the year. Our Year Three students achieved the highest average over the past eight years in reading, writing, spelling, punctuation, grammar and mathematics. All the Year Three literacy results were above the average for like schools. The Year Five results show a pleasing growth trend in reading and mathematics in particular over the past two years. The Year Five cohort achieved their strongest result in NAPLAN punctuation and grammar for the past five years. The Year Seven results see increasing numbers of children achieving results in the top 20% of the Australian distribution in reading, writing and mathematics. These are certainly results to be proud of but they also tell us there is room to perform even more effectively into the future.

The students in Years Four and Six also complete a Science assessment each year which is marked by the Australian Council of Educational Research. This year's data indicates that we are gradually increasing the percentage of students in the top 20% of the Australian distribution. We, again, celebrated a very successful Science week which was led by Belinda Fernandez.

Our school has continued to deepen and expand the range of small group interventions available to the young people in our care. The Speech Pathology Intervention program has continued to screen all students in Kindergarten and to provide support for selected students. The use of MiniLit, Direct Instruction Reading and MultLit for various grades from Pre-Primary through to Year Six ensuring support in reading is available to students at risk throughout the school. The school has continued to offer individual and small group support for students

from non-English speaking backgrounds.

In 2016, the school has introduced Direct Instruction Mathematics programs to support students experiencing challenges in this area in Years Three, Four and Five. Withdrawal extension programs were also introduced in 2016 targeting students in Years Three, Four, Five and Six. Extension programs will continue in 2017.

Our school continues to focus on supporting Pre-Kindergarten students in our community offering the Play and Learning (PALS) program as well as Rhyme Time and Story Time. Each of these programs aim to provide rich learning experiences for children in the 0-4 age range.

At Currumbine Primary School, we seek to provide a rich and diverse range of learning experiences and in 2016 this has certainly been the case. Our Year Three students enjoyed a camp to Rottneest whilst our Year Six students had a camp to Woodman Point. Our students have had the opportunity to experience author/illustrator Gabriel Evans and hear important messages from the Camp Quality and Constable Care incursions. The Night of the Notables provided a wonderful opportunity for some of our students to showcase their talents to their families. The First Aid Focus program also ran in 2016 providing every child in the school an opportunity to develop skills in this area.

The Mental Health and Wellbeing is a central theme of our vision for the young people in our care. We continue to offer specific programs to students in all year levels that aim to build the children's self-management and socialising skills including the Leader In Me program, I Do It, Bounce Back, Friendly Schools Plus and Aussie Optimism. Our Chaplain, Shirley Pryc, continues to support our students individually and offered small group support through programs such as Drumbeat. The school offered a mentoring program which connects selected students

School Overview

with members of staff for regular support.

Our school participated in the Day for Daniel to promote the importance of children developing appropriate protective behaviours to manage their safety.

As always, we performed well in the sporting area enjoying a wonderful athletics carnival won by Corella. We also won the Interschool Carnival for the third year in a row. A successful result of second was achieved in the Interschool Cross Country Carnival with our Years Five and Six boys' teams winning a pennant. The students enjoyed a very successful winter sports carnival bringing home two pennants in netball and pennants for both the boys and girls soccer teams.

We have a stronger digital influence in the school with an increasing number of Macbooks being used to support learning in Years Four to Six. All classes now have Eboards and the junior school has a significant number of iPads to support their learning.

Our students have had many wonderful opportunities to develop their skills and enjoy wonderful experiences in the area of the arts. The Year Five performance at the Crown Theatre was a highlight as was the performance by our Year Three students at Carols by Twilight. Our Years Five and Six students continue to enjoy dancing lessons which are showcased each year at our Graduation Dinner/Dance. This year, we enjoyed an excellent talent assembly experience.

Our school is a community and we had many successful events that see us gather together including a wonderful ANZAC Ceremony and a very successful Billycart Derby Day run the LADDS group. We continued to enjoy another wonderful Adventure Walk in support of the Angkor Project.

I wish to acknowledge all the staff nominees for the Currambine Primary School Board Awards and in particular our successful nominees for 2016:

- Excellence in Teach and Learning - Richard van Lieven
- Excellence in Education Leadership - Terri Million
- Community Contribution Award - Rochelle Taylor

I wish to acknowledge and thank all families for their contribution to our school and our students' success. I would also acknowledge the professionalism and dedication of our P&C Association and School Board. The work of our Board was commended during the 2016 external review of our school.

I would acknowledge and thank all our staff for their commitment and willingness to go the extra mile to make a difference to the young people in our care.

We have clearly enjoyed a very successful 2016 and look forward to a productive and positive year in 2017.



Learning Area Reports

English

In 2014, the targets to be achieved by the completion of the school year as identified in our Business Plan were:

- Students in years Three, Five and Seven will perform at or above the Australian average for reading by 2016.
- An increased percentage of students in Years Three, Five and Seven will achieve in the top 20% of NAPLAN reading.
- Students in Years Three, Five and Seven will perform at or above like schools in writing.
- An increased percentage of Year Three students will achieve in the top 20% of NAPLAN writing.
- Students in Years Three, Five and Seven will perform at or above like schools for NAPLAN language conventions by 2016.
- Years Three, Five and Seven students will perform at or above like schools for spelling in 2016.

Reading

To assess student achievement in reading, students participated in On-Entry assessments in Pre-Primary, PAT Reading for students in Years One through Six and NAPLAN testing in Years Three, Five and Seven.

The results of the Pre-Primary On-Entry assessment indicate decreased percentage of students are being identified as at risk and an increased percentage of students have been achieving in the superior and very high categories. This is very pleasing.

The table below describes the Year Three, Five and Seven students performance in recent years.

Year	Year Level	School Average	Western Australian Average	Australian Average
2016	3	429	416	426
2015	3	411	413	426
2014	3	408	407	419
2013	3	408	406	419
2012	3	400	407	419
2011	3	401	402	420
2016	5	497	495	502
2015	5	498	489	498
2014	5	487	492	501
2013	5	495	496	450
2012	5	470	482	493
2011	5	504	481	491
2016	7	541	537	541
2015	7	543	542	546
2014	7	549	544	546
2013	7	528	539	540
2012	7	536	538	541
2011	7	543	543	539

Learning Area Reports

The Year Three cohort achieved the strongest reading result in the past eight years and a result which was above both the Western Australian and Australian average. The performance was also above the like school average. An increased percentage of students in Year Three are achieving in the top 20% of the Australian distribution. The Year Five reading average was slightly above the Western Australian average and some five points below the Australian average; this variation is not significant. The percentage of students in the top 20% of the distribution has declined over the past three years. The result for the Year Five cohort was twelve points below the like school average. The Year Seven cohort achieved a result in reading which was consistent with the Australian average, above the Western Australian average and has seen an increased percentage of students in the top 20% of the Australian distribution. All students in Years One through Six completed a PAT Reading test in September of this year. The overall school performance was consistent with the State average.

Writing

Year	Year Level	School Average	Western Australia Average	Australian Average
2016	3	434	414	421
2015	3	432	408	416
2014	3	426	397	402
2013	3	400	405	416
2012	3	421	407	415
2011	3	415	404	420
2016	5	464	470	475
2015	5	470	471	478
2014	5	464	465	478
2013	5	475	470	478
2012	5	489	470	477
2011	5	482	473	490
2016	7	513	512	515
2015	7	513	506	511
2014	7	516	514	512
2013	7	502	517	517
2012	7	527	521	518
2011	7	526	531	532

The 2016 Year Three cohort performed well above the Western Australian and Australian average and well above the like school performance. Over thirty percent of Year Three students have been located in the top 20% of the Australian distribution in each of the last three years. This is a very strong performance. The Year Five performance was slightly below the Western Australian and Australian average and some thirteen points below the like school average. A declining number of students have achieved in the top 20% of the distribution. At Year Seven, the result is consistent with the Western Australian and Australian averages. An increasing percentage of students are achieving in the top 20% of the distribution. The overall performance in writing is pleasing though greater growth through the middle years is desirable.

Learning Area Reports

Spelling

Year	Year Level	School Average	Western Australia Average	Australian Average
2016	3	435	412	420
2015	3	411	400	409
2014	3	407	403	412
2013	3	389	400	411
2012	3	395	401	414
2011	3	399	397	409
2016	5	492	488	493
2015	5	488	493	498
2014	5	493	492	498
2013	5	492	487	494
2012	5	492	486	494
2011	5	483	476	486
2016	7	539	540	543
2015	7	554	542	546
2014	7	555	543	545
2013	7	537	546	549
2012	7	533	539	543
2011	7	533	536	537

The Year Three students achieved their strongest spelling result with a NAPLAN average of 434 points, which is well above the Western Australian and Australian average. This result is also well above the like school performance. This is a very pleasing result. The Year Five performance was above the Western Australian average and consistent with the Australian average. The Year Five performance was only five points below the like school average. This was a most satisfactory result. The Year Seven cohort achieved a spelling average consistent with the Western Australian average and some four points below the Australian average. Overall, the performance in spelling is very strong through the lower grades, and at a satisfactory level though the rest of the school.

Students in Years One to Six also complete the EMTS Spelling Assessment each year in September with the results achieved by the whole school cohort consistent with the state average and an improving trend is also noted.

Learning Area Reports

Punctuation and Grammar

Year	Year Level	School Average	Western Australian Average	Australian Average
2016	3	444	425	436
2015	3	436	424	433
2014	3	407	413	426
2013	3	412	415	428
2012	3	396	408	424
2011	3	405	407	426
2016	5	499	499	505
2015	5	496	496	504
2014	5	485	495	504
2013	5	496	495	501
2012	5	483	479	491
2011	5	546	492	504
2016	7	534	537	540
2015	7	540	536	541
2014	7	545	543	544
2013	7	532	533	535
2012	7	539	545	546
2011	7	524	530	532

The Year Three punctuation and grammar NAPLAN average of 444 points was well above the Western Australian and above the Australian and like school average. This is a very strong performance. The Year Five average for this assessment was consistent with the Western Australian average though slightly below the Australian and like school average.

The Year Seven performance saw an average of 534 NAPLAN points which was slightly below the Western Australian and Australian average.

All students in Years One through Six complete the EMTS Language Conventions Assessment. The performance in 2016 was slightly below the state average though an improving trend is noted.

The overall trend for English is one of improvement particularly in the earlier grades. A continued focus on greater growth through the middle and senior years is desirable.

Mathematics

The Business Plan identifies the following targets are to be achieved by the conclusion of 2016:

- The Year Three students will achieve at or above the Western Australian average by the conclusion of 2016.
- Years Five and Seven students at or above the Australian average by the conclusion of 2016.

Learning Area Reports

Students in Pre-Primary sit an On-Entry assessment in Term One which includes tasks that assess their mathematical ability. The results from 2016 indicate very few students are at risk (2%) while 73% of students achieved very strongly on this assessment. Our students have a strong foundation in mathematics.

The table below describes the children's performance in the 2016 NAPLAN mathematics assessment.

Year	Year Level	School Average	Western Australian Average	Australian Average
2016	3	390	395	402
2015	3	382	386	398
2014	3	380	392	402
2013	3	372	388	397
2012	3	364	384	395
2011	3	380	388	399
2016	5	489	486	493
2015	5	485	485	492
2014	5	469	480	487
2013	5	475	478	486
2012	5	478	477	488
2011	5	535	481	489
2016	7	554	548	550
2015	7	545	538	543
2014	7	552	554	546
2013	7	530	542	541
2012	7	536	535	538
2011	7	542	547	543

The Year Three cohort has achieved their strongest result in the eight years of testing and while this is pleasing, there is a need for further growth as the result was slightly below the Western Australian average, and below both the Australian and like school average. The Year Five cohort achieved slightly above the Western Australian average but slightly below the Australian and like school average. The Year Seven cohort performed above both the Western Australian and Australian average.

The students in Pre-Primary through to Year Six complete the EMTS Mathematics test each year in September. The 2016 result was below the Australian average but an improving trend is noted.

Overall, while an improving trend is noted in mathematics, the need for a stronger performance in this area is noted.

Learning Area Reports

Science

The School Business Plan identifies the following target for Science;

- Increase the percentage of students in the top 20% of the distribution on the PAT Science test.

In 2016, students in Years Four and Six completed the PAT Science Assessment with the following results achieved.

Year	Year Level	Average	% in Stanine 7,8 9
2016	4	5.7	36%
2015	4	5.2	29%
2014	4	5.1	34%
2016	6	4.8	21%
2015	6	4.8	17%
2014	6	5.0	16%
2016	Whole School	5.2	27%
2015	Whole School	5.0	24%
2014	Whole School	5.1	23%

An improving trend in Science is noted with both a performance above the state average and an increasing percentage of students in the top of the distribution.

Physical and Mental Health and Wellbeing

The Business Plan identifies two targets for this area:

- To reduce the incidence of social bullying in Years Four, Five and Six.
- To increase the percentage of students achieving regular attendance from 87% to 91%.

Student achievement in this area is reviewed through a range of tools including:

MSE Health Assessment	-	Years Four and Six
Speed and Agility Testing	-	Years Four, Five and Six
Bullying Survey	-	Years Four, Five and Six
Fundamental Movement Skills Screening	-	Pre-Primary.

The table below describes the performance in the area of Health.

Year	Year Level	Male	Female	Average
2016	4	3.7	4.4	4.0
2014	4	4.9	6.1	5.5
2013	4	5.3	5.7	5.5
2016	6	2.8	3.6	3.2
2014	6	4.3	4.5	4.4
2013	6	3.6	4.6	4.1
2016	Whole School	3.2	3.9	3.6
2014	Whole School	4.6	5.4	5.0
2013	Whole School	4.4	5.2	4.8

Learning Area Reports

A significant decline in the students' mastery of health content is noted in 2016 in comparison to the results in 2013 and 2014. This may be driven by the schools strong focus on mental health programs and a rebalancing of the curriculum may be desirable.

The Speed and Agility testing involves students completing a 20 metre sprint and a timed agility course. The data below indicates the performance over the past four years.

Year	Year Level	20 metre Run			Speed and Agility Assessment		
		Male	Female	Total	Male	Female	Total
2016	4	4.31	4.41	4.36	19.4	19.74	19.5
2015	4	4.77	4.94	4.81	19.4	19.6	19.6
2014	4	4.32	4.48	4.36	19.4	20.08	20.02
2013	4	4.4	4.5	4.45	19.89	18.86	19.88
2016	5	4.46	4.53	4.5	19.31	19.76	
2015	5	4.27	4.36	4.29	18.55	18.61	18.58
2014	5	4.14	6.28	4.23	19.21	19.79	19.50
2013	5	3.94	4.11	4.03	19.04	19.5	19.27
2015	6	4.67	4.84	4.75	18.79	19.42	19.11
2014	6	4.12	4.35		18.12	19.15	18.64
2013	6	4.39	4.21	4.3	18.49	19.52	19.01

An improved performance in sprints is noted at Year Four and Six and with the speed and agility testing at Year Four.

All children in Pre-Primary participate in Fundamental Movement screening in Term One. The students demonstrated strength with balance, throwing, catching, bounce catching, hopping and jumping. Walking on a balance beam and skipping were areas for improvement.

The students in Years Four, Five and Six completed the Bullying Survey in our school in March of the 2016 school year. Some 90% of the students surveyed described the amount of bullying occurring in the school as not much or very little. The severity of the bullying occurring in the school is also declining, which is a positive. The majority of the students described that the bullying occurred as quite harmless or like teasing, though some 13% of students considered the bullying as quite severe. When asked how many students are bullied in the school, 27% of students said virtually no students are bullied and 71% of students said only a few. A small group of female students indicated that all students were bullied in the school. When asked if they had been bullied 90% of students indicated they had not been bullied or had only occasionally been bullied. Some 10% of students reported being bullied quite often with male students reporting this outcome twice as often as female students.

Declining trends in social and verbal bullying have been noted in the school over the past four years. Physical bullying has seen a slight increase in percentage over the past four years but is still reported at relatively low levels.

Learning Area Reports

Humanities and Social Sciences (HaSS)

The data for the Humanities and Social Sciences is sourced on Semester Report data for Years Two, Four and Six.

Year	Year Level	A	B	C	D	E
2016	2	1%	25%	68%	5%	0%
2015	2	4.5%	26%	63.5%	4.5%	0%
2016	4	8.5%	29%	52%	10%	10%
2015	4	6%	25%	62%	5%	2%
2016	6	5%	39%	47%	5%	1%
2015	6	6%	30%	56%	8%	1%

The Year Two distributions of grades has remained relatively stable with a slight reduction in the number of A grades noted. At Year Four a slight increase in A and B grades is noted as is an increase in the percentage of D and E grades. The Year Six results indicate a slightly improving performance.

LOTE - French

Information to monitor the students' performance in French is collected using the online Australian Language Competency Assessment test for Year Six students and the monitoring of student report data in Years One, Three and Five.

ALC French Assessment Results

Year	Pass	Credit	Distinction
2016	28%	66%	6%
2015	33%	47%	25%

The 2016 cohort result is not as strong as the results from 2015 particularly with reference to high achieving students but still represents a very pleasing performance.

Year	Year Level	A	B	C	D	E
2016	1	5%	28%	55%	10%	1%
2015	1	1%	32%	52%	2%	0%
2016	3	12%	38%	49%	1%	0%
2015	3	8%	27%	49%	9%	1%
2016	5	20%	24%	35%	19%	2%
2015	5	10%	33%	56%	1%	0%

A generally consistent performance trend is noted for the Year One cohort, while a slightly improving trend is noted at Year Three. A slightly flatter distribution is noted for the Year Five cohort with an increasing percentage of students achieving A and D grades.

Learning Area Reports

The Arts

Student achievement in the Arts is monitored through the Semester report grades. Data is collected in two domains of the Arts: Music and Visual Art.

Music

Year	Year Level	A	B	C	D	E
2016	2	9%	38%	45%	4%	0%
2015	2	20%	27%	70%	1%	0%
2016	4	16%	32%	50%	2%	0%
2015	4	14%	41%	44%	1%	0%
2016	6	18%	42%	39%	1%	0%
2015	6	11%	42%	46%	1%	0%

Visual Arts

Year	Year Level	A	B	C	D	E
2016	2	1%	14%	81%	3%	0%
2015	2	1%	25%	71%	3%	0%
2016	4	2%	12%	80%	12%	0%
2015	4	1%	18%	75%	6%	0%
2016	6	1%	14%	79%	4.5%	0%
2015	6	0%	12.5%	78%	3.5%	0%

The Year Two data in music shows a slightly stronger performance in 2016 while the Year Four performance is slightly flatter with an increase in A and C grades. The Year Six students result was also somewhat stronger in 2016.

In Visual Art, the Year Two result was slightly less strong with a reduction in the percentage of B grades awarded, this was also true for the Year Five students. The performance at Year Six remained relatively steady.

Student, Parent and Staff Survey Information

Student, Parent and Staff Survey Information

In 2016, students, parents and staff were provided with the opportunity to share feedback through online surveys. A brief summary of each of the surveys is noted below.

Students indicated that their teachers set high expectations and provide them with useful feedback. They also indicated they are treated fairly and that the school feels safe (82%). Some 57% of students indicated that behaviour in the school was well managed while 29% neither agreed nor disagreed. Some 13% of students feel that the behaviour of students needed to improve. Some 87% of students revealed they liked attending school while 82% of students felt there were interesting things to do at school.

Some 30% of students felt the school did not have a bully problem while 31% of students indicated there was an area of concern. Some 39% of students neither agreed nor disagreed with the statement. Some 6% of children felt the students did not have high standards of behaviour but the children felt the school had high standards of academic achievement, that they received support when experiencing difficulty and that they were encouraged to achieve their best.

When the students were asked to identify the areas for the school to improve they noted:

- Move diverse learning areas, and the lengthening of time in specialist programs.
- Reducing the incidence of bullying (though student responses to the Bullying Survey indicate this is occurring).
- Increased use of digital learning in the class.
- More excursions, fundraising days and sporting events.

The areas that the students felt were best about the school included:

- The teachers and staff and the care, support and help they offer.
- The sense of community about the school.
- Specialist programs.
- Friendships with their peers.

Some 18% of parents responded to the online survey made available to them in Term One 2016.

Parents felt teachers had high expectations of the students but were less sure about the quality of feedback their children received. The vast majority of parents felt their child was safe at school and that student behaviour was well managed. Parents believe the teaching staff are approachable, they also noted that their children like coming to school. Some 89% of parents indicated they felt their child was making good progress while 7% were unsure and 4% of parents felt their children were not progressing. Overall 90% of parents indicated they were satisfied with their child's education while 5% of respondents indicated they were dissatisfied.

When parents were asked to identify areas the school could improve in, a strong focus on academic stands and extending students was a common response, as was the need to enhance the appearance of the grounds and facilities. Some parents expressed dissatisfaction with transportable classrooms. Improved reporting practices and challenges with parking around the school were also common themes.

Student, Parent and Staff Survey Information

Areas of strength identified by the parents included:

- The strong sense of community within the school and the positive and safe learning environment.
- The quality of the school staff both teaching and non-teaching noting their warmth, commitment and professionalism.
- The quality of communication between the school and parents.
- The support offered to the students' emotional and social growth.

The teaching staff at the school were also provided an opportunity to provide feedback about a broad range of processes and structures in the school.

Staff have high expectations of students though they feel the quality of feedback is not as strong as in previous years. The staff have concerns regarding the maintenance of the grounds and facilities. The quality of communication between teachers and students and teachers and parents was seen as an area of strength. The staff feel that the school is improvement focused. Some 91% of staff believe they receive useful feedback about their work with 94% of staff indicating they feel well supported in the school.

The staff indicated the school was organised and ran smoothly, had clear goals and a positive tone. Some 77% of staff felt bullying was not a problem while 21% were unsure and one staff member identified bullying as an issue of concern. Staff believe students are well supported when they require help.

When asked to identify areas for the school to improve, staff noted the need to improve the quality of the school grounds and facilities and the need to deepen the pedagogical practices associated with the whole school approach to literacy and numeracy. The need to manage workload associated with improving student performance was also noted.

Areas of strength identified by the staff were the value placed on professional collaboration with their peers, the quality of the staff and the support and care colleagues provide to each other, and as well as the quality of students at the school.



Student Performance & School Improvement Process 2017

Every three years, the School Board develops a Business Plan that maps out key improvement targets and the strategies the school staff will put in place to achieve them. A summary of the actions to be taken in 2017 are outlined below.

To address improvements in English in the coming year, our school will:

- Implement a Literacy Block Structure for students in Pre-Primary through to Year Six that includes daily warm-ups and instruction in Spelling, Reading and Writing.
- Enhance explicit teaching practices that reflect the school based Scope and Sequence Documents for Spelling, Writing and Reading and the School Best Practice teaching model.
- Enhance classroom assessment practice to guide future planning and differentiation.
- Use second and third wave interventions to support student experience challenges in the English learning area.
- Ensure targeted and differentiated instruction through guided reading practices.
- Enhance reading instruction in the areas of fluency and vocabulary.
- Expand the Literacy Pro program to Year Six.
- Expand the Cars and Stars program to Year Five.
- Provide explicit writing instruction with a focus on the content described in the school based Writing Scope and Sequence.
- Implement the school based editing guide consistently across the school.
- Prepare students for the online NAPLAN writing testing program.
- Implement spelling programs consistent with the school based Spelling Scope and Sequence.

To address improvement in Mathematics in the coming year, the school will:

- Refine numeracy block structure to include warm-ups, explicit instruction guided practice and plenary session.
- Enhance Mathematics collaborative planning process with a greater focus on differentiated practice.
- Continue second wave interventions in Mathematics to include direct instruction mathematics and extension classes.
- Explicitly teach both Mental Mathematics strategies and fluency in a manner consistent with the School Based Scope and Sequence Document.
- Develop and implement a whole school approach to problem solving and mathematical reasoning.
- Enhance classroom planning to guide future planning and differentiation.

To address improvements in other areas of the curriculum in the coming year, the school will:

- Deliver Science programs in a manner consistent with school expectations, the Western Australian Curriculum and inclusion of warm-ups.

Student Performance & School Improvement Process 2017

- Deliver HaSS programs in a manner consistent with the school's expectations, the Western Australian Curriculum and the inclusion of warm-ups.
- Provide opportunities for the Arts staff (Music/Visual Art) to integrate and implement the Western Australian Arts curriculum.
- Continue to implement the Accelerated Integrated (AIM) Method of French instruction in tandem with the Western Australian Languages curriculum.

To address improvements in the Technologies curriculum the school will:

- Implement the Western Australian Technologies Curriculum in a manner consistent with school expectations and the Western Australian Curriculum.
- Continue to develop staff expertise in the use of eBoards, iPads and Macbooks through an existing program.
- Explore the possibilities of implementing a one to one program.

To address improvements in the area of Student Health and Wellbeing, the staff will:

- Continue to provide a range of programs across all year levels to support the students developing both self-management and social skills.
- Maintain the Chaplaincy program and continue both individual interventions and small group programs such as Drumbeat.
- Implement strategies to support improved student attendance.

To support the school staff and enhance the professional expertise of the teaching staff, the school will;

- Offer professional learning, coaching and modelling as well as classroom observation and feedback process to enhance explicit teaching methods.
- Continue to build a culture of coaching within the school to support teacher development.
- Offer professional learning to build teacher expertise in supporting children with specific disabilities and learning disorders.
- Implement strategies that specifically target staff wellbeing.

Copies of the School Business Plan and the 2017 Operational Plan can be found at the school website www.currabineps.wa.edu.au

Link: <http://www.currabineps.wa.edu.au/education/business-operational-plan/>



28 Ambassador Drive
Currambine
Western Australia 6028

Telephone: +61 8 9304 0011
Facsimile: +61 8 9304 0090
Email: currambineps@education.wa.edu.au

TOGETHER TOWARDS TOMORROW