



# Annual Report 2015

**Currambine Primary School**



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# 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 student’s academic performance in the 2015 school year.
- Section Three – Student and School Improvement Process 2016 – The final section of the report provides information about the strategies and action the school will take in 2016 to improve the student’s achievements and enhance the school’s effectiveness.

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

Yours sincerely,



Geoff Smith  
Principal



Daniel Devellerez  
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

Currumbine is an Aboriginal word meaning place of plenty of rock. Our school is located in the suburb of Currumbine, 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 825 students. Currumbine Primary School is an Independent Public School.

Some 47% of students enrolled are from the suburb of Currumbine. Some 9% 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 31% of our students are from overseas with the majority of the students from the United Kingdom, South Africa and New Zealand. Some 11% of the students come from backgrounds where English is an additional language. The school presently has 0.6% of the student population identified as Indigenous.

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 Australian Curriculum in English, Mathematics, Science and History. 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 seven participate in the Gold Class Reward Scheme. Students are also encouraged to work through various roles such as Student Councillors, Faction Captains and the Tech Crew.

Currumbine Primary School enjoys a strong sense of community and special events such as the ANZAC ceremony, the Art Show weekend 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 Currumbine 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 forty 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 (71%), though a range of part-time positions exist within the school. The majority of non-teaching staff hold part-time positions (76%).

Some 13% of the staff are male. The average age of a teacher at Currumbine Primary School is 41 years. Some 18% of the staff are over the age of 55, while a further 9% 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 a sub school; 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 eighteen Education Assistants in 2015. 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 contract in 2016.

Our grounds are managed by four 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 2015, 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 next three years. The plan has a strong focus on enhancing the student's 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 has commenced in Year six classes in 2015. A copy of the Business Plan can be found on [www.currambineps.wa.edu.au](http://www.currambineps.wa.edu.au)

## Student Enrolment Data

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

In 2015, enrolments fell by some 73 students. This was primarily caused by the movement of year seven students into a secondary setting. A trend towards growing enrolments is expected to continue in 2016 and beyond though the school's enrolments will not be allowed to exceed 900 students.

Some 392 students are female representing 48% of the student population with 429 male students representing 52% of the population. There has been a continuing trend to enrol beyond the school's boundaries with 53% of enrolments beyond the suburb of Currambine.

This year some 50 new students enrolled in the school down from 56 students in 2014 and 95 students in 2013. During the year some 62 students left the school up from 58 students in 2014.

Families that enrolled students during the 2015 school year are invited to provide feedback to the school on this process. In 2015 six families responded. Some 50% of families met the Principal during enrolment and 50% 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 83% of parents felt well informed about the school's policies and process on enrolment. Areas where parents indicated that further information would be useful noted how children identify what faction they are in and meeting with the classroom teacher.

# School Overview

## Student Attendance Data

### 2015 Attendance Data

Year Level	Regular Attendance <90%	At Risk Attendance 80%-89%	At Risk Moderate 60%-79%	At Risk Severe >60%
K	75%	19%	4%	2%
P	71%	29%	0%	0%
1	73%	19%	8%	0%
2	67%	25%	7%	1%
3	70%	26%	4%	0%
4	73%	21%	3%	3%
5	78%	19%	2%	0%
6	60%	32%	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 2015	70%	24%	5%	1%
Sem 1 2014	84%	13%	2%	0.6%
Sem 1 2013	87%	10%	3%	0.2%
Sem 1 2012	87%	10%	2%	1%
Sem 1 2011	87%	10%	2%	0%

The attendance data is for Semester One of each year. Attendance rates in 2015 have declined substantially and this is continuing. Some 1% of the population has attendance rates below 60% putting them at severe educational risk. Of greater concern is the shift of 11% of the population from regular attendance to the at risk category representing some 115 students whose attendance has fallen to a level considered at risk. In total, almost 200 students had an attendance rate which is concerning. Rates of attendance were most concerning at year six (40%), Pre-Primary (29%), Year three (26%) and Year two (25%).

The rates of attendance have fallen significantly in the past two years and a specific strategy will be put in place to ensure all families are informed when a child's attendance falls below 90% and to acknowledge students with an attendance rate above 90%.



# School Overview

## Student Destination Data

Year	Ocean Reef SHS	Belridge SHS	Kinross College	Other Government Schools	Non-Government
2015 (Year 6)	30%	10%	8%	33%	19%
2014 (Year 6)	0%	0%	1%	3%	96%
2013 (Year 6)	0%	0%	4%	0%	96%
2012 (Year 6)	0%	0%	0%	0%	100%

The transition of year seven sees the destination data focused around the year six students. 40% of students are going to local feeder secondary schools with a further 41% attending other government secondary schools often through acceptance into specialist programs.



# 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, four staff representatives and two community representatives. Our community representative in 2015 was the Honourable Albert Jacob MLA, Minister for the Environment and Heritage. The Board has gone through a renewal process which has seen many new members in 2015. It was pleasing to note that as part of the Independent Public School external review, it was recognised that the Board's direction and function were consistent with those expected in an Independent Public School. The contribution of all Board members is acknowledged as is the leadership of Board Chairperson, Mr Daniel Devellerez. This year, the Board has managed a number of issues most notably a review of suitability of the school polo shirts.

## ***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 2015 raising over \$8,000 for the school. These funds have purchased eBoards, whiteboards, reading resources and maths resources. We acknowledge and thank the members of the Association for their contribution to the school and our students and thank the P&C Executive, in particular, P&C President Collette Campbell for their contribution.

## ***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 2015 has been the further enhancement of our new website, and the introduction of a branded and personalised day for the teaching staff.

In 2016, the School Marketing Committee will focus on further enhancements to the school website and improved signage.

## ***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 schools 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 2015, a number of facility improvements have been undertaken including:

- Resurfacing the netball courts,
- Installation of air conditioning in the uniform store,
- Installation of the nature playground.

A master plan for the grounds is in place with the present focus on replacing the year three playground. The plan also aims to improve the undercover area as a performance space, replace

# School Overview

the year three playground and install more shade around the school.

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.

The Nature Playground was installed into the early childhood play area over the Christmas holiday period and provides a wonderful addition to this space. I wish to acknowledge the leadership of Mrs Tamara Richards and the members of the Nature Play Committee on achieving this outstanding result for our students.

## ***Currambine Joondalup Art and Craft Show***

This was the 11th year for this event. Our guest artist was Karen Frankel.

Approximately 350 people attended the opening night event mixing with local artists, parents, staff and many community members.

A DJ performed to complete a very entertaining and profitable night for the school.

The students' art and craft was, as always, a highlight, with over 800 pieces on display and for sale.

The Sunday Family Fun Day was fun for the old and young with rides, show bags, face painting, Devonshire teas and craft activities.

This all resulted in \$10,000 being raised to contribute to the extension of our under cover area

to enhance our school's Drama and Performing Arts.

## ***Financial Management Data***

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

Revenue in 2015 has fallen by around \$14,000 which is a minor variation. Given the school enrolment fell by seventy five students with the movement of year seven students to secondary school, this variation is negligible. Expenditure patterns remain consistent with expenditure on the provision of Education Service, particularly the provision of digital teaching tools being areas of greatest expenditure. This was followed by the cost of utilities and the spending on the building fabric and infrastructure of the school.

## ***Voluntary Contributions***

The voluntary contributions in 2015 were set at \$60.00 per child, which is the maximum allowable under the School Education Act 1999.

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

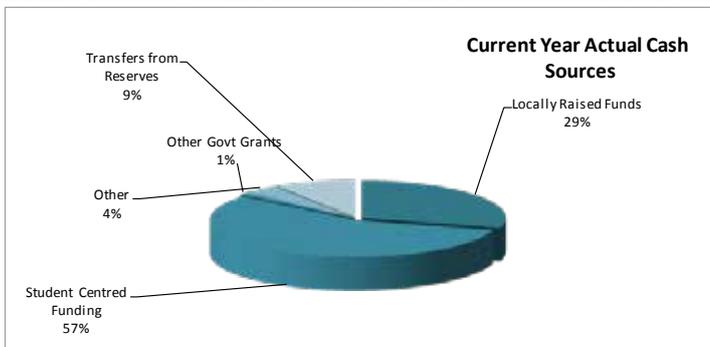
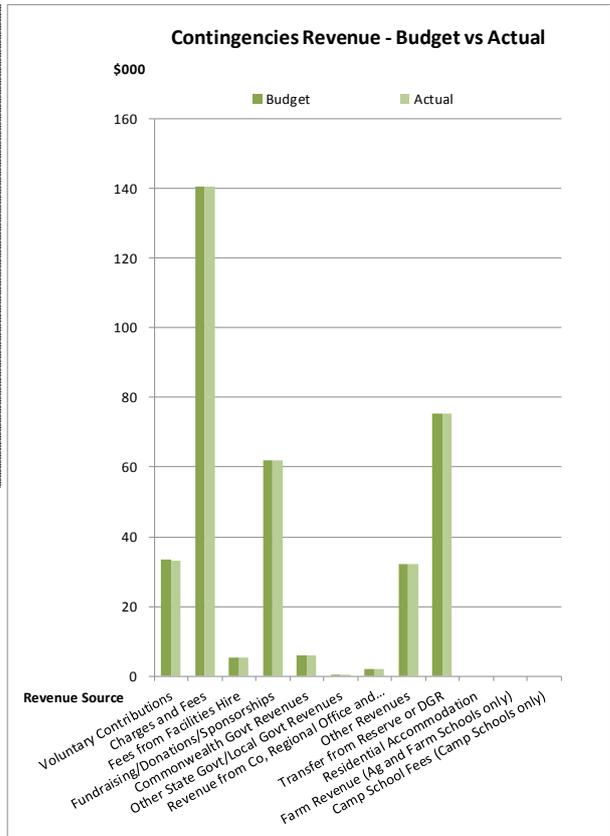
A decrease in the revenue raised through voluntary contributions is driven by a declining enrolment and a slight decline in the payment rate for the voluntary contributions.



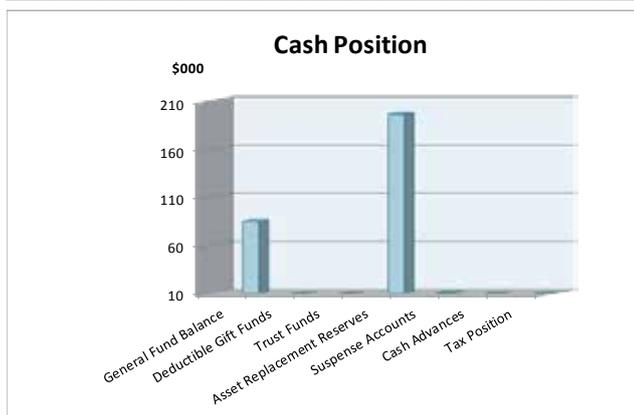
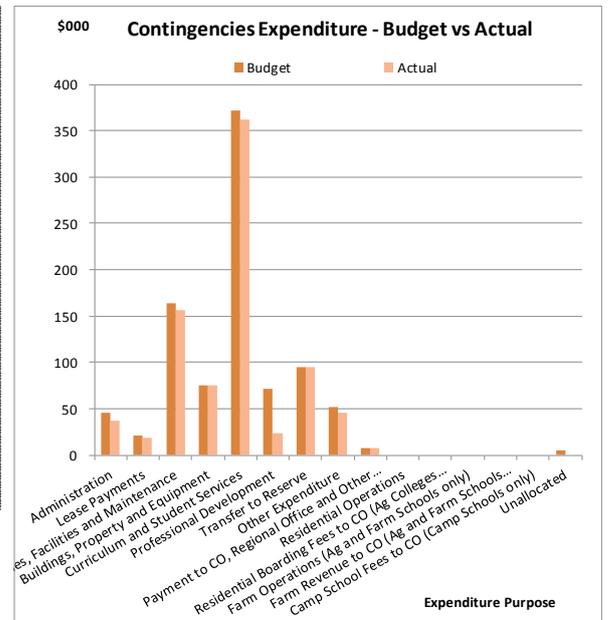
# Financial Information

## Financial Summary as at 31 December 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 33,397.00	\$ 33,267.00
2	Charges and Fees	\$ 140,673.00	\$ 140,656.68
3	Fees from Facilities Hire	\$ 5,244.00	\$ 5,244.22
4	Fundraising/Donations/Sponsorships	\$ 62,001.00	\$ 62,001.30
5	Commonwealth Govt Revenues	\$ 5,898.00	\$ 5,897.89
6	Other State Govt/Local Govt Revenues	\$ 363.00	\$ 362.73
7	Revenue from Co, Regional Office and Other Schools	\$ 2,164.00	\$ 2,163.73
8	Other Revenues	\$ 32,049.00	\$ 32,052.38
9	Transfer from Reserve or DGR	\$ 75,359.00	\$ 75,358.96
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 357,148.00</b>	<b>\$ 357,004.89</b>
	<b>Opening Balance</b>	<b>\$ 83,905.15</b>	<b>\$ 83,905.15</b>
	<b>Student Centred Funding</b>	<b>\$ 464,082.00</b>	<b>\$ 464,081.80</b>
	<b>Total Cash Funds Available</b>	<b>\$ 905,135.15</b>	<b>\$ 904,991.84</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 905,135.15</b>	<b>\$ 904,991.84</b>



	Expenditure	Budget	Actual
1	Administration	\$ 44,936.00	\$ 36,458.72
2	Lease Payments	\$ 21,100.00	\$ 19,001.87
3	Utilities, Facilities and Maintenance	\$ 163,922.00	\$ 156,774.37
4	Buildings, Property and Equipment	\$ 75,156.00	\$ 75,155.46
5	Curriculum and Student Services	\$ 371,239.00	\$ 362,350.12
6	Professional Development	\$ 71,086.32	\$ 23,324.73
7	Transfer to Reserve	\$ 94,263.00	\$ 94,263.00
8	Other Expenditure	\$ 51,097.00	\$ 45,455.35
9	Payment to CO, Regional Office and Other Schools	\$ 7,391.68	\$ 7,054.25
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)	\$ -	\$ -
15	Unallocated	\$ 4,944.00	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 905,135.00</b>	<b>\$ 819,837.87</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 905,135.00</b>	<b>\$ 819,837.87</b>



**Cash Position as at:**

Bank Balance	\$ 290,983.66
Made up of:	\$ -
1 General Fund Balance	\$ 85,153.97
2 Deductible Gift Funds	\$ 6,709.63
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 196,657.54
5 Suspense Accounts	\$ 10,926.52
6 Cash Advances	\$ 1,000.00
7 Tax Position	\$ 7,464.00
<b>Total Bank Balance</b>	<b>\$ 290,983.66</b>

# School Overview

## ***School Highlights 2015***

Currumbine Primary School has enjoyed a very industrious and successful year in 2015 with many outcomes and achievements our school community can take great pride in.

The academic performance of our students continues to improve and this is reflected in our school data. Our year three students achieved their highest scores ever in NAPLAN reading, writing, spelling, punctuation and grammar and mathematics, while our year five students' results included their best reading result in the past four years, the best punctuation and grammar result in the past four years and the best mathematics result in the past four years. All of these results are indicative of an improving performance by our students, though the students' academic results have not hit the Business Plan target in all areas. We will continue to focus on achieving even stronger results.

The years four and six cohorts complete an annual assessment in science and continue to perform on or slightly above the state average. This result was also noted for the children's performance in health as well. A highlight of the year was also a very successful science week conducted under the direction of Mrs Fernandez which saw the children engage in a range of interesting and challenging science experiments.

The continued success of our Speech Pathology Intervention program for students in Kindergarten is clearly a strength of the school and continues to impact positively on identified students. The introduction of Minilit for selected year one students and Multilit in the senior classes along with the continuation of the year two Direct Instruction Program continues to ensure that students at risk are supported fully, with evaluations showing a positive impact on students. The use of our resources to run twenty five weeks of targeted instruction for the students from Non-English speaking backgrounds has also been a very positive program in terms of assisting students to reach their potential.

Our school's continued focus on providing opportunities for Pre-Kindergarten aged students has also been a positive for our school. This has included the Play and Learning (PALS) program, running weekly, as well as Rhyme Time and Story Time which are run in our library on alternative Wednesdays. These programs enhance young children's early learning skill and build and deepen relationships between our families and the school.

The social and mental health of our students is always a priority for our students and a full suite of classroom based programs have been implemented through the school including the Leader In Me, I Do It, Friendly Schools Plus, Bounce Back and Aussie Optimism. This has ensured expert instruction around social skills and managing self. The school has also employed a Chaplain two days a week with Shirley Pyrc making a valuable contribution to a range of students experiencing challenges within and beyond school. In 2016, the use of the Chaplain will expand to include targeted small group interventions. A mentoring program for vulnerable students will also commence in 2016 with selected staff acting as mentors.

As always, our school enjoyed a very successful year in the sporting area. Our school won the interschool Athletics Carnival for the second year in a row, a wonderful achievement. Our Interschool Cross Country team also finished second and our soccer and netball teams won pennants in the winter carnival.

Digital learning continues to be a focus at Currumbine Primary School and the use of Macbooks in year six has proved very successful, so much so, that our school will double the number of Macbooks available to our students and expand the program to years four and five. iPads continued to be used very effectively as the lower grades supported by a quality coaching program. We have also placed eBoards in most classrooms with the final few classrooms to receive boards in 2016.

## School Overview

I wish to acknowledge the diversity of opportunities offered to our children this year. This has included the Joondalup Lantern parade, the performance of our year five students at the Crown Theatre, the year two sleep over and a wonderful camp experience for our students in years three and six. The Angkor Adventure Walk was a wonderful success this year. All of these projects occur because we have staff willing to go beyond the norm to ensure our students experience these fantastic opportunities.

The establishing of the LADDS (Loving And Devoted Dads) under the auspice of the Fathering Project has been a wonderful success under the leadership of Walter Ramage and his team. LADDS have organised a range of wonderful experiences for dads and their children with the billycart derby clearly a highlight.

As always, a highlight of the year was our annual Art and Craft Show. This event demonstrates what our school community can achieve when we synergise. A special thankyou to Mrs Rochelle Taylor for her continued leadership of the art and Craft Show.

I wish to acknowledge and thank all families for their support of our school. This support makes a genuine difference to the success of our programs and is certainly a highlight of the year. Can I in particular thank the School Board and P&C Committee for the contributions over the past 12 months.

I would also like to acknowledge the successful nominees to the 2015 School Board Staff Awards:

- Excellence in Teaching and Learning - Vicki Gregory
- Excellence in Educational Leadership - Belinda Ferandez
- Community Contribution Award - Tanya Caccamo

We have clearly enjoyed a very successful 2015 and can look forward to a productive and successful 2016.



# Learning Area Reports

## English

In 2014, the targets to be achieved by the completion of 2016 and identified in the Business Plan are are:

- 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 for 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 by 2016.

## Reading

To assist student's achievement in reading, students participated in post intervention screening and overall this identified students made pleasing progress.

Pre-Primary students participate in an On Entry Assessment in Term one. The assessment indicated that 21% of the student population achieved a VELS score of 0.3 or below. This figure has remained consistent for the past three years. A further 29% of the student population achieved between 0.4-0.6 which is indicative of the average achievement. This percentage has reduced over the past two years. Some 29% of students have a result between 0.7 and 0.9 which is indicative of good achievement. Some 20% of students achieved a VELS score of 1.0 or better. The percentage of students in this category is increasing.

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
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
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
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 have achieved the strongest result for the past five years. The performance is consistent with the state average but below the Australian average, which is the target for this cohort. There is a continuing need to improve the performance at this level within the school. The years five and seven performances are consistent with the Australian average with both cohorts achieving their strongest results in the past four years. While the performance of the year five and seven cohorts is pleasing, a continuing need to increase the percentage of students in the top 20% of the distribution remains.

## Writing

Year	Year Level	School Average	Western Australia Average	Australian Average
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
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
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 year three cohort continues to perform very strongly with a result above the state and national average and consistent with our stated target of achieving a result consistent with like schools. The significant percentage of students in the top 20% of the writing distribution at their year level is very pleasing.

The year five cohort are achieving a result consistent with the state average, somewhat below the Australian average and some nine points below the like school performance. A key focus for this group is increasing the percentage of students in the top 20% of the distribution. The year seven cohort also performed soundly achieving above the state average and just above the Australian average. A focus of the higher grades is also to increase the percentage of students in the top 20%.

# Learning Area Reports

## Spelling

Year	Year Level	School Average	Western Australia Average	Australian Average
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
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
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 cohort has achieved its strongest results in the past seven years with a result above the state average. The result is also above the national average though not significantly. The result is some twelve points below the like school average indicating further growth is desirable.

The year five cohort result is some five points below the state average, ten points below the national average and thirteen points below the like school performance. The performance is less strong than recent years with a substantial percentage of children in the bottom 20% of the distribution.

The year seven cohort has achieved a result above the state and national average which is very pleasing.



# Learning Area Reports

## *Punctuation and Grammar*

Year	Year Level	School Average	Western Australian Average	Australian Average
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
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
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 cohort has again achieved the strongest result in the past seven years with a result above the state average and slightly above the Australian average. The result is twelve points above the like school average the expected target for our school. This is indicative of an improving performance.

The year five cohort achieved the strongest result in the past four years with a result consistent with the state average though some eight points below the Australian average and some eleven points below the like school result. The year seven cohort performed some four points above the state average and consistently with the national average. The need to reduce the percentage of students in the bottom 20% in both cohorts is positive.

Overall the data is trending upwards but continued focus on the implementation of key strategies is required to hit the Business Plan Targets, with a particular focus on reading at year three and writing and spelling at an area of continued focus.

## **Mathematics**

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

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

In mathematics, the children's achievement was assessed using the Pre-Primary On Entry assessment, NAPLAN testing for students in Years Three, Five and Seven and the EMTS Mathematics assessment for students in Years One through Seven.

# Learning Area Reports

Children in Pre-Primary completed mathematics assessments as part of the On Entry process. The results indicated a very strong performance. Some 2% of the population achieved a VELS score of 0.3 or less. Some 10% of the students achieved a result between 0.4-0.6 which would be considered a low to average achievement. A further 16% of the students are located in the good achievement category with a further 30% of students located between 1.0 and 1.2. This is a very pleasing distribution further strengthened by a further 40% of the students achieving a VELS of 1.3 or more. This suggests some 70% of the cohorts are exceeding expectation.

The table below describes the children's performance on the 2015 NAPLAN assessment.

Year	Year Level	School Average	Western Australian Average	Australian Average
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
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
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 performance of the year three cohort is again the strongest result achieved by this year level in the past seven years and a gradual growth trend is noted. The result is four points below the state average which is consistent with the expected target. The result is some sixteen points below the Australian average. Overall, while further improvement is required, the performance is on track to meet the target described in the Business Plan.

The year five cohort have achieved a result which was consistent with the state average and some two points above the national average. The need to add further challenges to the mathematics program through the middle school is evident from the lower than expected percentage of students in the top 20%.

The year seven cohort has achieved above the state and national average scores for mathematics. Overall, the 2015 results are indicative of improvement with the Business Plan targets readily achievable in 2016.

# Learning Area Reports

## Science

The School Business Plan identifies the following target for Science;

- Increase the percentage of students in the top 23% of the distribution on the PAT science test.

In 2015 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
2015	4	5.2	29%
2014	4	5.1	34%
2015	6	4.8	17%
2014	6	5.0	16%
2015	Whole School	5.0	24%
2014	Whole School	5.1	23%

Overall the Business Plan target was achieved, though the year four cohort performed slightly more strongly than the year six cohort.

## Physical and Mental Health and Wellbeing

The Business Plan identifies two targets for this area:

- To reduce the incidence of social bullying as reported by students in years four, five and seven through the annual bullying survey.
- To increase the percentage of children as having 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 to six.
- Bullying Survey - Years four five and seven.
- Fundamental Movement Skills Screening - Pre-Primary.

The table below indicates student performance in the area of Health learning in 2013 and 2014.

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

# Learning Area Reports

The overall performance in 2015 is consistent with the State average and has improved somewhat over the 2014 result. It is notable that female students out-perform male students in this learning area. Overall the health knowledge of the students is at a satisfactory level.

The Speed and Agility testing involves students completing a timed twenty metre sprint and an agility course.

The data for semester one is described in the table below.

Year	Year Level	20 metre Run			Speed and Agility Assessment		
		Male	Female	Total	Male	Female	Total
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
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

The year four cohort saw slightly slower sprint times and a slight improved result on the SAQ. This pattern was also true for the year five cohort, while the year six cohort was slightly less strong on both measures.

All Pre-Primary children participate in a screening of their fundamental movement skills early in the first term. The students demonstrated strength with balance, throws, catch and jumping. The capacity to hop was the least developed skill. Specific measures were put in place to address identified weaknesses.

The students in years four, five and six completed the survey Bullying At Our School in March 2015.

When asked how much bullying occurs in the school, 90% of students responded very little or not much. Some 3% of the students identified bullying as a significant issue. When asked if they had experienced bullying, some 33% of students indicated never and 51% of students indicated this seldom occurred. Some 2% of the respondents indicated they have been bullied. Bullying was generally seen as like teasing. Severe verbal bullying, severe physical bullying and moderate physical bullying were reported in very low levels. Social bullying while reducing in frequency, is still described as the most common form of bullying along with moderate verbal bullying.

Children reported that teachers tried to stop bullying and/or help the child who was bullied in high numbers (93%). Some 94% of students report feeling safe nearly all the time or most of the time, while 1% of the population reports feeling unsafe. The classroom is seen as extremely safe while the playground is seen as safe for the 94% of students.

Overall, the trend of students reporting incidents of social bullying is declining though a continued focus as required.

# Student, Parent and Staff Survey Information

## ***Student, Parent and Staff Survey Information***

In 2014 students, parents and staff were provided with the opportunity to provide feedback on the school through an online survey. A brief summary of each survey's result is noted below.

Students in years Five, Six and Seven were provided an opportunity to complete a survey in late second term. Some 73% of the student population completed the survey. The students indicated strongly that they believed teachers expected them to do their best with 97% of students agreeing or strongly agreeing with this statement. The children indicated they felt safe in the school with only 2% of respondents indicating they felt unsafe. Students also perceived their teachers as motivating. Students overwhelmingly felt they could talk to their teacher if they had a concern.

The children described their teacher as encouraging and caring. The students also felt the teachers were helpful when they were experiencing difficulty. The students would like to see student discipline handled more firmly. Some 83% of students indicated they were satisfied with their progress at school. Areas the students identified for improvement related to managing bullying and increasing the time in specialist programs. The desire to see more digital technology integrated into the learning program was also noted in the feedback. When children were asked to identify what aspects of the school they valued most they consistently identified the staff and their caring and supportive approach. The children also identified the warmth of the learning environment and the sense of safety they feel. The children also valued the care and support they received from their peers. Overall, the students were very positive about school.

All families were provided the opportunity to respond to an online survey during the last two weeks of Term Two. Some 38 families responded to the survey. This response rate is less than 1%. The parents rated the safety of the school and the approachability of the school staff very highly. Parents also felt the staff had high expectations of the students and that their children were treated fairly in the school environment. Some 90% of parents agreed or strongly agreed with the statement; "my child likes coming to school". Parents indicated they felt welcome in the school and 90% of respondents indicated they would recommend the school to others. Some 92% of parents indicated they were satisfied with the quality of education offered by the school. The school environment was perceived very positively. The school was seen as well organised and as having clear goals and a positive identity. Some 87% of parents felt the school had high standards of behaviour while 84% of parents feel the school strived for high academic standards. The parent body was overwhelmingly positive about the quality of teaching in the school. Teachers were seen as professional, enthusiastic and hard working. Some 80% of respondents felt their children received help when required.

Eighty four percent of parents felt school reports were informative and easy to understand. The vast majority of parents felt the school curriculum included opportunities to develop social skills, problem solving and learn about decision making. Some 87% of parents indicated they were satisfied or very satisfied with their child's educational progress.

When parents were asked about areas for improvement, the most common feedback focused, on grounds improvements including playground equipment, transportable buildings and parking. Areas of strength identified included the strong sense of community and the quality of the teaching staff.

## Student, Parent and Staff Survey Information

All members of the teaching staff were provided the opportunity to complete an online survey. Some 48% of the staff responded with 17% of respondents holding a leadership position in the school. Staff indicated that they felt colleagues expected the best from students and that, as a school, we were always looking for ways to improve. Teachers saw the school as a safe environment and believed they were approachable. The partnerships built by staff with parents was also seen as a positive. Lower rated items in section one of the teacher survey related to school maintenance and the extent to which staff feedback has been responded to. Staff also indicated they would like a stronger focus on academic standards. The staff perceived the school teaching environment as positive and supportive. The quality of teaching in the school was seen positively and as highly collaborative. Communication of student achievement and progress was seen as sound.

When staff were asked to identify areas for school improvement, issues identified included performance management feedback, workload distribution and enhancing collaboration. The strongest features of the school identified by staff included the quality of colleague relationships and professionalism of the staff as well as the warmth and positive tone of the learning environment.

Overall, all stakeholders have very positive perceptions of the school environment.



# Student Performance & School Improvement Process 2016

Every three years, the School Board, in conjunction with the school staff, develop a Business Plan that maps out the key improvement targets and the strategies the school will implement to achieve these targets. A summary of the actions to be taken in 2016 are outlined below.

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

- Maintain a strong focus on the explicit teaching of phonemic awareness and synthetic phonics in the early years.
- Implement the 'I Get It' comprehension program in Kindergarten to Year Two.
- Implement the 'I Do It' oral language/social skills program in Kindergarten to Year One.
- Use the 'I Tell It' icons to support oral retell in Kindergarten to Year One.
- Maintain the guided reading strategy in Pre-Primary to Year Six.
- Expand the use of Speech Therapy in the junior school.
- Case Manage all students at risk of not achieving the minimum standard in literacy.
- Ensure a strong focus on teaching metalinguistic concepts to students in Year Three through Six.
- Implement strategies to indicate the number of students in the top 20% of the distribution in reading.
- Implement a whole school approach to Spelling thus a focus on explicit instructions and individualised partner testing.
- Enhance the teaching of writing by using explicit teaching and modelling practises of both writing content and strategies, the use of a school based genre map, specific product goals and the implementation of a whole school editing guide.
- Develop expectations/whole school approach to the teaching of oral language.
- Continue to implement the Australian English Curriculum.

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

- Continue to implement the Australian Mathematics Curriculum.
- Maintain numeracy blocks across the school.
- Enhance the use of content blocks to support the development of mathematics concepts.
- Maintain the Mental Computation Scope and Sequence document.
- Maintain a Mathematics monitoring tool with a focus on formative assessment.

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

- Continue to implement the Australian Science Curriculum.
- Use the mandated school based science planning document.
- Provide support in class and with planning for staff teaching Science.

# Student Performance & School Improvement Process 2016

- Offer professional learning on science investigations process.
- Maintain delivery of the Australian History and Geography curriculum.
- Plan History and Geography using the mandated school based planning tools.
- Offer professional learning for staff on the Australian History curriculum.
- Continue to utilise co-operative learning strategies across the curriculum consistent with the school based co-operative learning scope and sequence.
- Support staff to implement the above strategies through performance management and in class observations.

To enhance the management of the student mental health and well-being the school will:

- Continue to develop the students understanding of the Seven Habits of Highly Effective People.
- Continue the Aussie Optimum Program in Year Five and Six.
- Continue the Friendly School Friendly Families program in Years Two, Three, Four and Six.
- Continue the Bounce Back Resiliency Program in Years Two, Four and Five.
- Implement to 'I Do It' social program in Kindergarten to Year One.
- Maintain our commitment to the Buddy Program and the Angkor Project.

To enhance student learning through the use of digital technologies in the coming year, the school will:

- Enhance and expand the use of iPads to support student learning in the junior and middle years.
- Continue to provide professional learning and in class coaching to enhance student learning and teacher effectiveness in the use of iPads.
- Expand the use of E Boards with a focus on the Senior School.
- Trial laptop program in Year Six classes.

Copies of the School Business Plan and 2014 Operational Plans are available from the school website at [www.currambineps.wa.edu.au](http://www.currambineps.wa.edu.au)





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TOGETHER TOWARDS TOMORROW