



# *Annual Report*

# 2017



**CURRAMBINE**  
PRIMARY SCHOOL

TOGETHER TOWARDS TOMORROW



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# Introduction

The Annual Report for Currumbine 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 2017 school year.
- Section Three – Student and School Improvement Process 2018 – The final section of the report provides information about the strategies and action the school will take in 2018 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*

Currumbine Primary School strives to grow each child's academic knowledge and skills, leadership capacity, sense of wellbeing and intrapersonal skills in an inclusive, engaging, diverse and positive learning environment.

## *Our Motto*

Together Towards Tomorrow

## *Our Values*

At Currumbine Primary School we value:

- A pursuit of knowledge and a commitment to individual excellence.
- Self acceptance and respect of self.
- Respect and concern for others and their rights.
- Social and civic responsibility.
- Environmental responsibility.

## *Our Philosophy*

At Currumbine Primary School we believe in:

- Valuing, supporting and promoting excellence in all that we do.
- Actively supporting our students to manage their mental health and well being and their relationships with others, including the development of a sense of empathy and concern for the welfare of others.
- Providing an engaging, supportive, inclusive and enjoyable environment for all members of the school community.
- Promoting learning as a life long pursuit and encouraging all members of the community to be reflective, collaborative, pro-active and respectful.
- Developing the leadership capacity of all members of the school community.
- Promoting problem solving, appropriate risk taking and critical and creative thinking.

# School Overview

## Overview

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

Some 43% of students enrolled are from the suburb of Currambine, down from 46% in 2016. 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 16% of the students come from backgrounds where English is an additional language. The school presently has 1% 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.

Currambine Primary School enjoys a strong sense of community and special events such as the ANZAC ceremony, Market Day 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 Currambine Primary School are merit selected and are focused on working innovatively and collaboratively to enhance student learning.



## **Staff Profiles**

In addition to the Principal, Currambine Primary School has fifty one teaching staff and thirty 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, though a range of part-time positions exist within the school. The majority of non-teaching staff hold part-time positions (70%).

Some 7% of the staff are male. Some 93% of the teaching staff female. The average age of a teacher at Currambine Primary School is 44.5 years. Some 9% of the staff are over the age of 55, while a further 6% of staff are teacher graduates.

Teachers on average have been educators for 15.9 years and have worked at Currambine 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 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 Arts 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 eight teachers hold Level Three Classroom Teacher status, which is the highest level that can be achieved. A further fifteen 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 employed some twenty Education Assistants in 2017. Some 7.8 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 6.95 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 decrease in 2018.

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





## **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 2017, staff participated in well over 1500 hours of professional learning. This year, key areas of focus included:

- Autism Support Strategies
- Explicit Instruction
- Humanities and Social Science Curriculum
- Technologies Curriculum
- Higher Order Thinking Skills
- Restorative Justice Techniques
- Staff Wellbeing

## **School Business Plan**

In 2016, 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 students' achievement in the areas of literacy and numeracy as well as implementing phase two and three 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 2017-18 Business Plan, with eboard learning made available across the whole school, a strong focus on iPads in the Kindy-Year Three class and the expansion of iPads into the senior years. A copy of the Business Plan can be found on [www.currambineps.wa.edu.au](http://www.currambineps.wa.edu.au)

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

## **Student Enrolment Data**

<b>Year</b>	<b>Enrolment</b>
2017	816
2016	848
2015	821
2014	894
2013	868
2012	847
2011	780
2010	819
2009	832

In 2017, enrolments fell some 32 students when compared to the the 2016 enrolment. This is the first occasion the school has seen a decline in enrolments, with the exclusion of the move of Year Sevens to Secondary School, since 2011.

Some 374 students are female, representing 46% of the student population, with 442 male students representing 54% of the student population. There has been a continuing trend to enrol from beyond the school's boundaries with 57% of students not residing in the suburb of Currambine. This is an increase from 54% in 2016.

This year, some 24 new students enrolled in the school compared to 62 in 2016 and 50 students in 2015. During the year, some 33 students departed the school compared to 32 students in 2016 and 62 students in 2015.

Families who enrolled in the school during the 2017 school year are invited to complete a survey to share feedback on this process. In 2017 some fourteen surveys were returned. All families described the school community and the school staff as friendly and welcoming. Only one in three enrolments met an associate principal and approximately 40% of enrolments met the Principal during the process. Some 93% of families felt well informed through the enrolment process. A parent would have liked specific information on class routines through the enrolment process.

## Student Attendance Data

### 2017 Attendance Data

Year Level	Regular Attendance <90%	At Risk Attendance 80%-89%	At Risk Moderate 60%-79%	At Risk Severe >60%
K	77%	15%	7%	1%
P	78%	20%	2%	0%
1	84%	14%	2%	0%
2	85%	13%	2%	0%
3	82%	16%	2%	0%
4	79%	17%	3.5%	0.5%
5	78%	19%	3%	0%
6	81%	15%	2%	2%

### Whole School Attendance Data

Year	Regular Attendance < 90%	At Risk 80% - 89%	Moderate At Risk 60%-79%	Severe At Risk > 60%
Sem 1 2017	81.1%	16.3%	1.9%	0.7%
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%

The attendance data represents Semester One of each year. Attendance rates have continued to decline in 2017 to 81.3% of students having regular attendance. Regular attendance is considered 90% or missing no more than one day a fortnight. Attendance rates have been declining since 2012 when a high of 88% of students achieving regular attendance was noted. This shift is driven by an increase of students being located in the 'At Risk' category with attendance at 80% - 89%. Some 16.3% of students were located in this category, representing 130 students. Some 2% of students were located in the 'Moderate At Risk' category representing 12 students.

Attendance was strongest at Years One, Two, Three and Six. Attendance was weakest at Kindergarten, followed by Pre-Primary, Year Five and then Year Four. These four year levels had more than 20% of student not attending 90% of school days.

Absences due to vacation was at 17% in 2017 compared to 16% in 2016 and 19% in 2015. Unauthorised absences fell to 15% in 2017, down from 20.5% in 2016.

Overall, while attendance rates in the school are consistent with like schools and above the WA State average, the continuing decline is disappointing.

### **Student Destination Data**

Year	Ocean Reef SHS	Belridge SHS	Kinross College	Other Government Schools	Non-Government
2017 (Year 6)	20%	21%	1%	17%	41%
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 41% of students will attend the local feeder secondary schools, Ocean Reef Senior High School and Belridge College. A further 18% of students will attend other government secondary schools ranging from Butler College to the north, Balcatta Senior High School to the south and Joseph Banks Secondary College in the east. Some 41% of students will attend non-government schools in 2018. Some 23% of Year Six students were successful in achieving scholarships or entrance into specialist programs.



## ***The School Board***

As an Independent Public School, Currumbine Primary School's strategic direction and improvement agendas are shaped by our School Board. Our Board includes five parent representatives, three staff representatives, the Principal and one community representative. Our community representative in 2016 was the Honourable Mark Folkard, MLA. The Board has been very active in 2017 monitoring a new Business Plan that shaped 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 building digital literacy are all key areas of focus. The Board has been active in ensuring positive outcomes for our school. This has included facilitating the replacement of the two transportables that were identified as having asbestos, along with securing funding for an ANZAC memorial and for fencing. The fencing will, hopefully, be completed in the 2017/18 financial year. The Board has also been very proactive in engaging with the City of Joondalup and our local members of Parliament Mark Folkard and Emily Hamilton.

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 Currumbine 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 2017 raising over \$20,000 for the school. These funds have been primarily used to support the installation of a new playground in the early childhood play area. 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 their leadership over the past twelve months.

## ***Marketing***

Currumbine 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 2017 has been the further enhancement of our website, and the use of a branded and personalised daily workpad/handbook for the teaching staff.

In 2018, 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***

Currumbine 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 2017, a number of facility improvements have been undertaken including:

- Installation of a new playground,
- Planning for the new ANZAC memorial.

A master plan for the grounds is in place. The focus for 2018 is on improving the playground facilities for older children, increasing shade in the school and

improving the appearance at the front of 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.

### **Financial Management Data**

<b>Year</b>	<b>School Revenue</b>
2017	\$775,359.00
2016	\$951,886.00
2015	\$811,304.00
2014	\$827,762.00
2013	\$1,088,397.00
2012	\$943,430.00

The revenue in 2017 has fallen by some \$175,000 in comparison to 2016. This has been driven by a reduction in student numbers experienced in 2017. Expenditure patterns, as indicated in the Financial Summary, remain relatively consistent with previous years. Material to support the school education programs is by far the largest area of expenditure. This is then followed by utilities costs

### **Voluntary Contributions**

The voluntary contributions in 2017 were set at \$60.00 per child, which is the maximum allowable under the School Education Act 1999.

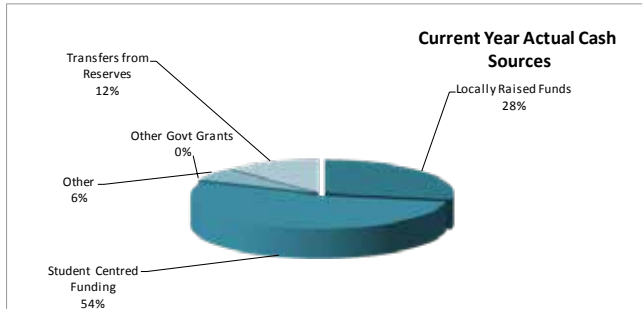
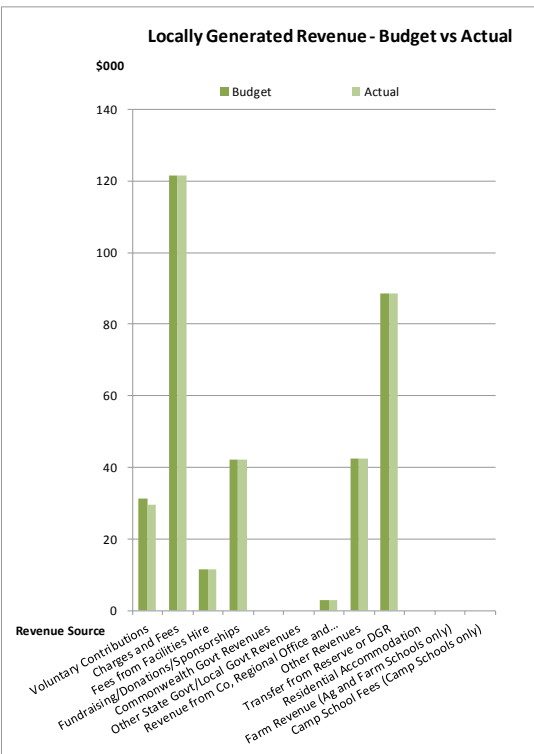
<b>Year</b>	<b>Percentage Paid</b>	<b>Revenue Collected</b>
2017	58.41%	\$29,061.50
2016	62.95%	\$31,278.00
2015	67.1%	\$32,548.00
2014	71.5%	\$37,696.00
2013	66.76%	\$33,789.00
2012	64.73%	\$30,642.00

The rate of collection of voluntary contributions continues to decline in 2017 with a further fall of just over 4%. This decline in the return of voluntary contributions has been a consistent pattern for the past three years. The voluntary contributions generated \$29,061.50 in 2017 down from a high of \$37,696.00 in 2014.

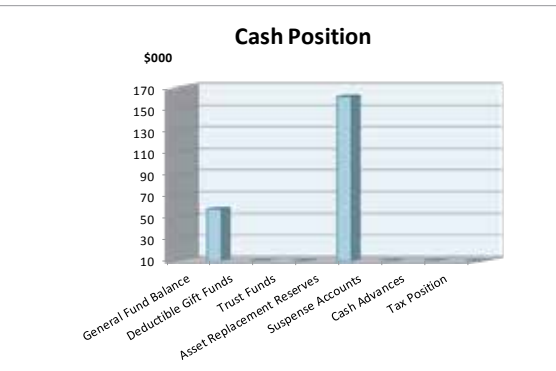
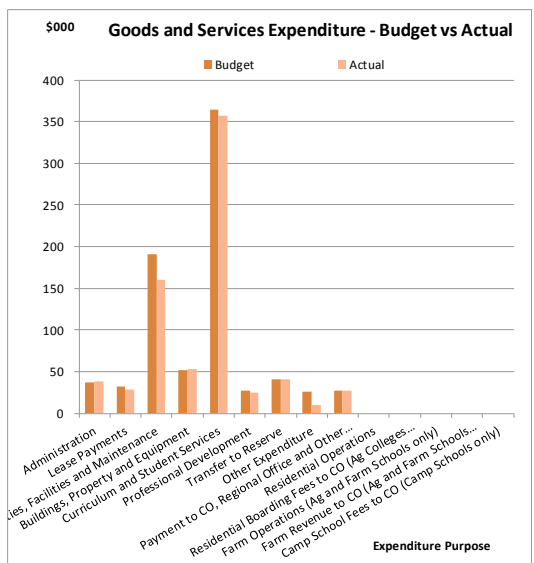


## Financial Summary as at 31 December 2017

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 31,204.00	\$ 29,451.50
2	Charges and Fees	\$ 121,550.00	\$ 121,455.49
3	Fees from Facilities Hire	\$ 11,632.00	\$ 11,632.03
4	Fundraising/Donations/Sponsorships	\$ 42,068.00	\$ 42,068.40
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 2,835.00	\$ 2,835.42
8	Other Revenues	\$ 42,381.48	\$ 42,383.05
9	Transfer from Reserve or DGR	\$ 88,664.06	\$ 88,664.06
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>\$ 340,334.54</b>	<b>\$ 338,489.95</b>
Opening Balance		\$ 63,882.00	\$ 63,882.29
Student Centred Funding		\$ 392,745.00	\$ 392,745.00
<b>Total Cash Funds Available</b>		<b>\$ 796,961.54</b>	<b>\$ 795,117.24</b>
Total Salary Allocation		\$ -	\$ -
<b>Total Funds Available</b>		<b>\$ 796,961.54</b>	<b>\$ 795,117.24</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 36,916.00	\$ 37,590.95
2	Lease Payments	\$ 31,900.00	\$ 28,030.48
3	Utilities, Facilities and Maintenance	\$ 191,144.91	\$ 160,149.10
4	Buildings, Property and Equipment	\$ 51,170.04	\$ 52,370.39
5	Curriculum and Student Services	\$ 364,434.59	\$ 357,325.33
6	Professional Development	\$ 26,703.00	\$ 24,050.42
7	Transfer to Reserve	\$ 40,150.00	\$ 40,150.00
8	Other Expenditure	\$ 25,478.00	\$ 10,241.26
9	Payment to CO, Regional Office and Other Schools	\$ 27,678.00	\$ 27,602.00
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 795,574.54</b>	<b>\$ 737,509.93</b>
Total Forecast Salary Expenditure		\$ -	\$ -
<b>Total Expenditure</b>		<b>\$ 795,574.54</b>	<b>\$ 737,509.93</b>
Cash Budget Variance		\$ 1,387.00	



Cash Position as at:	
Bank Balance	\$ 219,992.73
Made up of:	\$ -
1 General Fund Balance	\$ 57,607.31
2 Deductible Gift Funds	\$ 557.48
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 161,643.55
5 Suspense Accounts	\$ 4,830.39
6 Cash Advances	\$ 1,000.00
7 Tax Position	\$ 3,646.00
<b>Total Bank Balance</b>	<b>\$ 219,992.73</b>

# School Highlights 2017

Currumbine Primary School has enjoyed a year of success and achievement in 2017 with many outcomes our school community can take great pride in.

Our students' academic performance has continued to improve and a range of very positive results have been achieved in 2017. All students in Years One through Six complete the Progressive Assessment Test - Reading in September each year. This year, every year level achieved their strongest result in the past five years of testing and the whole school average was significantly above the state average. Our Year Five students also achieved their strongest result in NAPLAN reading for the past nine years which is very pleasing. Our Year Three students continue to achieve fantastic results in NAPLAN writing, performing at or above like schools continuously. Our Year Five performance in NAPLAN writing also improved with this cohort of students achieving at or above both the Western Australian and Australian average. This improved performance was also reflected in the NAPLAN spelling results with our Year Three and Five students achieving well above the Western Australian and Australian averages. This year, the students from Years One through Six achieved their strongest whole school performance on the EMTS Spelling Assessment. This result was well above the stage average. Our Year Three students also performed very well on the NAPLAN punctuation and grammar assessment.

Our Mathematics results have shown considerable improvement with our Year Three cohort achieving their strongest result for the past nine years and our Year Five and Seven students achieving results consistent with the Western Australian average. This result was also reflected in the EMTS Mathematics assessments with the Pre-Primary through Year Six students achieving a performance consistent with the stage average. Their result is

the strongest achieved on this assessment, though further improvement is still required in this learning area.

The students in Years Four and Six completed the PAT Science test and achieved an improved result in comparison to previous years. This result was the strongest in the four years of testing, significantly above the state average and saw 30.5% of our students in the top 23% of the Australian distribution. We, again, celebrated a very successful Science Week which included a robot wars competition at lunchtime, much enjoyed by the students.

Our school has continued to maintain programs to support students experiencing challenge with their learning which included Mini-Lit, Multi-Lit and direct instruction programmes. These programs have a genuine impact on the literacy learning of our students.

Offering programs for the younger children in our community has always been a highlight of our school and the PALS program has gone from strength to strength. The program moved into the Undercovered Assembly Area in 2017 and this venue proved to be much more spacious. The program regularly sees forty children and their parents attending and has over one hundred children registered.

We always seek to provide our students with a diverse range of learning experiences to both engage the children and broaden their knowledge and experience. The 2017 school year saw many opportunities for our students, such as the Years' Three and Six camps which were very successful experiences for the students. We also enjoyed incursions such as Monty Pryor and Gina Williams sharing about Aboriginal culture along with visits from an author and slam poet. Students across the school enjoyed a wide diversity of excursions to support the curriculum including visits to Cockman House, Parliament House and a visit by Lego

Technology experts. The First Aid Focus is a long tradition in the school and a much valued learning experience for our students.

Mental Health and Wellbeing is an important focus for our school and we have a well established set of programs to support our students including the I Do It program, the Leader In Me program, Bounce Back, Friendly School Plus and Aussie Optimism. Our school chaplain is an extremely valuable resource in constantly working with individual students and small groups to support their social and emotional needs.

As always, our school performed successfully in the sporting arena enjoying a very successful Athletics Carnival in Term One and a win in the Interschool Athletics Carnival. This was our fourth win in a row. A terrific achievement. Our senior students enjoyed an Interschool Cross Country Carnival in Term Three with our Year Four and Six girls teams bringing home penants.

The Arts are also important at Currambine Primary School and a highlight was another wonderful performance by our Year Five students in the Western Australian Government Schools Music Society Festival at the Crown Theatre. A school choir was formed in 2017 and performed successfully at the One Big Voice Festival and performed Christmas Carols at the local shopping centre later in the year. Our Years Five and Six students enjoyed ballroom dancing lessons this year with the Year Six students showcasing their skills at the Graduation Dinner Dance. Another Talent Assembly was hosted in 2017 and we certainly have some very skilled students in our school.

There have been a number of grounds improvements most notably the installation of a

shade sail structure between Block One and Three and the new playground in the early childhood play area. Our School Board has been very proactive in this area and were instrumental in having two new transportables installed. Funding for an ANZAC memorial was also sourced through the work of the Board with these works expected to be completed by April 2018. We also expect the school to be fenced in the 2018/19 financial year.

Our school gathered for many successful events in 2017 including our ANZAC Service, The Carols by Twilight, our Market Day and a wonderful Adventure Walk in support of our sister school in Cambodia. The LADDs (Loving and Devoted Dads) provided some wonderful opportunities for our fathers and children to engage in a diverse range of activities.

I would like to acknowledge all staff nominees for the Currambine Primary School Board Awards and in particular the award winners:

Excellence in Teaching and Learning - Viv Waterman

Excellence in Educational Leadership - Cassie Thoo

Community Contribution - Robynne Hughes and Hazel Leonard

I wish to acknowledge and thank all families for their contribution to our school and the success of our students. I would also acknowledge the professionalism and dedication of our Parents and Citizens Association and School Board.

I would also acknowledge and thank all our staff for their commitment, enthusiasm and willingness to do what is needed to ensure the success of our students and our school.

We have clearly enjoyed a very successful 2017 school year and can look to 2018 with optimism.





# Learning Area Reports

## English

The identified targets articulated in our School Business Plan 2017-2019 for English are:

- Students in Years Three and Five will perform at or above the like school standard in Reading by 2019.
- Students in Years Three and Five will perform at or above the like school standard in Writing by 2019.
- Reduce the percentage of Year Seven students in the bottom 20% of the Australian Writing distribution.
- Students in Years Three and Five to perform at or above the like school standard in Spelling by 2019.
- Increase the percentage of Year Five students in the top 20% of the Australian Spelling distribution.
- Students in Years Three and Five to perform at or above the like school standard in Punctuation and Grammar by 2019.
- Reduce the percentage of Year Seven students in the bottom 20% of the Punctuation and Grammar Australian distribution.

## Reading

To assess the students in Reading, Pre-Primary students participated in the On Entry Assessment, students in Year Three, Five and Seven (former students in public high schools) participated in the NAPLAN Reading Assessment and all students from Years One through Six completed the PAT Reading Assessments.

The 2017 Pre-Primary On Entry Assessment saw a sound result achieved by the students, some 16% of students were identified as at risk, though 50% of students were identified as exceeding expectation which is pleasing.

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

Year	Year Level	School Average	Western Australian Average	Australian Average
2017	3	410	420	431
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
2017	5	503	499	506
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
2017	7	543	539	545

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

The 2017 Year Three cohort performances fell against the Western Australian and Australian averages and were 26 points below the like school average. This was a disappointing result given the steady improvement in performances being achieved at Year Three over the past five years. This weaker performance sees an increase in students in the bottom 20% of the distribution and also in the top 20% of the distribution. The Year Five cohort achieved a NAPLAN Reading average of 503 points. This is the strongest result in the past six years. This result is above the Western Australian average but slightly below the Australian average. (-3).

The Year Five result is some eight points below the like school average. The comparative growth data indicates an improving trend with strong growth from Years Three to Five which is above the Western Australian, Australian and like school growth rates. This is a very positive outcome. The Year Seven cohort was above the Western Australian average and slightly below the Australian average (-2). The growth from Years Five to Seven was above both the Western Australian and Australian rates of growth. This is again very pleasing.

Students in Years One through Six completed the PAT Reading Assessment in September of each year. The 2017 whole school stanine average of 5.5 was well above the state average and the strongest result in the past five years. Very strong results were achieved at Years One, Three, Four, Five and Six which is indicative of strong reading skills throughout the school. Overall, the trend in Reading is one of continuing improvement with some further improvement needed in the early years.

### **Writing**

To assess students in writing students in Years Three, Five and Seven complete the NAPLAN Writing Assessment. Students in Years Four and Six also complete the E Write Assessment in Term Three each year.

Year	Year Level	School Average	Western Australia Average	Australian Average
2017	3	436	410	414
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
2017	5	479	469	473
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
2017	7	501	509	513
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 Year Three cohort results were well above the Western Australian and Australian average and above the like school average. This continues the trend of strong performances by Year Three cohorts over the past four years. The comparative growth indicates that the Year Three cohort achieves very pleasing rates of growth which are above expectation. The Year Five cohort results of 479 points was above both the West Australian and Australian averages which is indicative of a sound performance. The result is some two points below that of like schools. The rate of growth from Years Three through Five could be further improved with a value added residual of – 0.1. The 2017 Year Seven cohort result was above the state and Australian averages which is a positive outcome. The growth from Years Five through Seven is above the Western Australian and Australian average. The percentage of students in the bottom 20% of the distribution fell from 27% in 2016 to 15% in 2017 which is a trend that needs to be maintained.

The Year Four results in the E Write Assessment fell in 2017 as did the Year Six result; though the variation of Year Six was not significant. A focus on the use of vocabulary and text structure would support further improvement.

The overall writing results are very pleasing though some further growth through the middle years is required.

### **Spelling**

To assess the students in spelling, children in Years One through Six complete the EMTS Spelling Assessment and the NAPLAN Spelling Assessment is conducted at Years Three, Five and Seven.

The table below represents the NAPLAN Spelling Assessment in recent years.

<b>Year</b>	<b>Year Level</b>	<b>School Average</b>	<b>Western Australia Average</b>	<b>Australian Average</b>
2017	3	425	409	416
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
2017	5	508	498	504
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
2017	7	546	547	550
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 cohort achieved an average of 425 NAPLAN points which is above the state and Australian average as well as consistent with the like school average. The Year Three cohort achieved a positive growth residual for the second year which is indicative of a pleasing result. The Year Five cohort's result was above the state and Australian average. The Year Five spelling average of 508 points was consistent with a like school performance. The 2017 Year Five cohort achieved a value added residual of 10.7 which indicates a very strong growth well above those of like schools. The percentage of students in the bottom 20% of the distribution fell from 16% to 14% in 2017 though a further reduction is desired. The percentage of students in the top 20% of the distribution increased by 10% which is very pleasing.

The Year Seven cohort average of 546 NAPLAN points was consistent with the Western Australian average and a few points below the Australian average. The growth from Year Five to Seven was very pleasing and well above the Western Australian and Australian average growth.

The students in Years One through Six completed the EMTS Spelling Assessment, achieving a stanine average of 5.3 which is the strongest result in the past five years of testing and a result significantly above the state average. Very strong performances were achieved in Years Two, Three and Five. Further growth is desirable for the other year levels, particularly Year Six.

Overall, the spelling results are improving and most satisfactory results are being achieved.

### ***Punctuation and Grammar***

The students' standard of achievement in Punctuation and Grammar is assessed using the NAPLAN Punctuation and Grammar assessment at Years Three, Five and Seven and the EMTS Punctuation and Grammar assessment in Years One through Six.

The table below describes the NAPLAN Punctuation and Grammar performance over time.

<b>Year</b>	<b>Year Level</b>	<b>School Average</b>	<b>Western Australian Average</b>	<b>Australian Average</b>
2017	3	445	429	439
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
2017	5	493	492	505
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
2017	7	543	537	452
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 2017 Year Three cohort continued the strong performances of previous cohorts in the area of Punctuation and Grammar with a result well above the Western Australian average and the Australian average. The result was some three points below that of like schools. The comparative growth data shows a continuous improving trend with positive growth residuals achieved in the past two years.

The 2017 Year Five cohort achieved an average of 493 NAPLAN points is consistent with the Western Australian average and some six points below the Australian average. The result is some eleven points below the like school average. The comparative growth data indicates that further growth is needed from Years Three to Five. Slightly negative value added residuals are noted which suggest enhancing achievement in the middle years is a focus for 2018.

The Year Seven cohorts result of 543 NAPLAN points is slightly above the Western Australian average and consistent with the Australian average. The growth from Years Five through Seven was very strong and well above the Western Australian and Australian growth averages. The percentage of students in the bottom 20% of the distribution fell in 2017 which is pleasing.

The EMTS Assessment Punctuation and Grammar Assessment result was a stanine average achieved of 5.3 which is significantly above the state average and the strongest result in the past five years of testing. Very strong results were achieved at Years One, Two, Three and Six. The need for further growth of Years Four and Five is noted.

Overall, the performance in Punctuation and Grammar is very sound with a focus on growth through the middle years needed into the future.

## ***Mathematics***

The identified improvement targets as articulated in our School Business Plan 2017-2019 for Mathematics are:

- Students in Years Three and Five to perform at or above the like school standards in Mathematics by 2019.
- Increase the percentage of Year Five students in the top 20% of the Australian Mathematics distribution.
- Reduce the percentage of Years Three and Five students in the bottom 20% of the Australian Mathematics distribution.

To assess the students in Mathematics, Pre-Primary students participate in the On Entry Assessment, students in Years Three, Five and Seven participate in the NAPLAN Mathematics Assessment and all students from Pre-Primary to Year Six complete the EMTS Mathematics Assessment.

In 2017, Pre-Primary sit the On Entry Assessment in Term One. The results indicate a very strong performance with only 4% of students identified as below the expected standard. Some 11% of the students were identified as above the standard and 83% of students were identified as well above the standard.

The NAPLAN Mathematics results are described in the table below.

Year	Year Level	School Average	Western Australian Average	Australian Average
2017	3	404	402	409
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
2017	5	489	489	494
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
2017	7	552	551	554
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 2017 Year Three cohort result of 404 points is the highest result achieved in the past nine years and is consistent with the Western Australian average and some five points below the Australian average. This result was some fifteen points below the like school average. The comparative growth data indicates a stronger performance is required but a continually improving trend is noted over the past five years. While this result is the strongest achieved further improvement is required. The 2017 Year Five result is consistent with the Western Australian average and some five points below the Australian average. The 2017 result is twelve points below the like school average. Some 17% of the cohort's scores are located in the bottom 20% of the distribution which is consistent with the 2016 result of 16%. Twenty percent of students were located in the top 20% of the distribution which was comparable to the 19% located in this category in 2016. The Year Five cohort has achieved very strong growth results over the past three years with positive growth residuals noted. The Year Seven cohort result was consistent with the Western Australian and Australian average. Strong growth was achieved by this cohort that was above the average of both Western Australian and Australian Public Schools.

In 2017, the stanine average on the EMTS Mathematics Assessment was 5.0. This is the strongest result in the past five years and a result which is consistent with the state average. Very strong results were achieved at Year One and satisfactory results achieved at Years Two and Three. Further improvement through the middle and upper years is needed.

Overall, an improving trend is noted in Mathematics but further improvement is still required.

## Science

The identified improvement target as articulated in our Business Plan 2017-2019 for Science is;

- Deliver the Science program using the school based planning format and reflecting the expectations of the Western Australian Curriculum and time allocations recommended at the school level.
- Maintain records of student achievement in Science consistent with the Student Assessment Policy.
- Develop whole school Science warmup routines covering key content.

In 2017, the Year Four and Six cohorts completed the PAT Science Assessment with the following results achieved.

Year	Year Level	Average	% in Stanine 7,8 9
2017	4	5.5	39%
2016	4	5.7	36%
2015	4	5.2	29%
2014	4	5.1	34%
2017	6	5.2	21%
2016	6	4.8	21%
2015	6	4.8	17%
2014	6	5.0	16%
2017	Whole School	5.4	30.5%
2016	Whole School	5.2	27%
2015	Whole School	5.0	24%
2014	Whole School	5.1	23%

A continuing trend of improvement is noted in Science with the percentage of students in the top of the distribution continuing to increase. This is a very positive result.

## Physical and Mental Health and Wellbeing

The identified improvement targets as articulated in our Business Plan 2017-2019 are;

- To reduce the incidence of social bullying as reported by the students in Years Four, Five & Six through the annual bullying survey.
- To increase the percentage of students achieving in the average, above average and superior category in the physical health MSE annual survey.
- To increase the percentage of children achieving regular attendance from 85% to 88%.

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

- MSE Health Assessment every second year - Years Four and Six
- Speed and Agility Test - Years Four, Five and Six
- Bullying Survey - Years Four, Five and Six
- Fundamental Movement Skills Survey - 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

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
2017	4	4.3	4.22	4.27	20.72	19.84	20.28
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
2017	5	4.1	4.2	4.15	19.07	19.07	19.18
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
2017	6	4.2	4.36	4.28	19.00	19.09	19.05
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 and Five students achieved improved sprint performances in 2017, though the results in the agility assessment were less strong than in previous years. The Year Six students were less strong in the sprint but improved in the agility assessment.

All children in Pre-Primary complete a Fundamental Movement Skills Assessment in Term One. The children demonstrated strength in jumping, bounce catch and hopping though need to develop balancing, throwing and catching.

The students in Years Four, Five and Six completed a bullying survey in March 2017. Students describe the amount of bullying in the school as very little or not much but they did report the frequency of bullying in 2017 at a slightly higher rate than in 2016.

The bullying was described as 'like teasing' but children also noted the severity of bullying slightly higher in 2017 and while they identified that only a few students were bullied, the rating was also slightly higher in 2017 than in previous years. In fact, 2017 is the first year in the past five years that slight increasing in the frequency, severity and breadth of bullying have been noted.

Severe verbal and physical bullying are reported at very low levels. Social bullying and moderated verbal bullying are reported at more frequent rates described in the survey as occurring occasionally.

The students report feeling safe in the classroom nearly all the time at very high levels. They also report feeling safe in the playground at very high rates.

The trends are generally improving over the past five years though this result was a little less strong than in



2016. Social bullying continues to be the most reported concern in this area.

### **Humanities and Social Sciences (HaSS)**

The data for the Humanities and Social Sciences is sourced from semester report data for Years Two, Four and Six.

Year	Year Level	A	B	C	D	E
2017	2	3%	27%	64%	7%	0%
2016	2	1%	25%	68%	5%	0%
2015	2	4.5%	26%	63.5%	4.5%	0%
2017	4	8%	21%	64%	5%	1%
2016	4	8.5%	29%	52%	10%	10%
2015	4	6%	25%	62%	5%	2%
2017	6	8%	32%	49%	9%	2%
2016	6	5%	39%	47%	5%	1%
2015	6	6%	30%	56%	8%	1%

The Year Two distribution sees a slight increase in A and B grades though the variation is not significant. At Year Five a significant reduction in B grades is noted with a drop of 8%. There is a significant variation in performance at Year Six.

### **Languages - French**

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

#### **ALC French Assessment Results**

Year	Pass	Credit	Distinction
2017	23%	59%	18%
2016	28%	66%	6%
2015	33%	47%	25%

The 2017 result is stronger than that achieved by the 2016 cohort with a reduction in the percentage of children achieving a pass and an increase in the percentage of children achieving a distinction.

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%

The Year One cohort was rated fractionally weaker in 2017 though the variation is not significant, but the 2017 Year Three cohort is substantially weaker in 2017. The Year Five cohort sees a more consistent distribution with fewer D and A grades in 2017.

## The Arts

Student achievement in the Arts is monitored through semester report grades. Data is collected for Music and Visual Arts.

### Music

Year	Year Level	A	B	C	D	E
2017	2	12%	30%	53%	5%	0%
2016	2	9%	38%	45%	4%	0%
2015	2	20%	27%	70%	1%	0%
2017	4	11%	31%	58%	1%	0%
2016	4	16%	32%	50%	2%	0%
2015	4	14%	41%	44%	1%	0%
2017	6	16%	33%	50%	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
2017	2	0%	22%	75%	3%	0%
2016	2	1%	14%	81%	3%	0%
2015	2	1%	25%	71%	3%	0%
2017	4	3%	25%	70%	3%	0%
2016	4	2%	12%	80%	12%	0%
2015	4	1%	18%	75%	6%	0%
2017	6	1%	24%	74%	1%	0%
2016	6	1%	14%	79%	4.5%	0%
2015	6	0%	12.5%	78%	3.5%	0%

The 2017 Year Two cohort show a slightly stronger performance in Music and Visual Arts with an increase in the percentage of B grades awarded. The Year Four cohort was slightly weaker in 2017 than 2016 in Music, though slightly stronger in Visual Arts. The Year Six cohort achieved a similar result in Music and a slightly stronger result in Visual Arts.



# Student, Parent & Staff Survey

## **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 provided 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 bullying 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:

- More diverse learning areas, and the lengthening of time in specialist programs.
- Reducing the incidence of bullying.
- 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 standards 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.

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 2018*

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 2018 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 including the introduction of a speaking and listening checklist.
- 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 as described in the reading scope and sequence document.
- Expand the Literacy Pro program to Year Four.
- Expand the Cars and Stars program to Year Six.
- 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.
- Develop numeracy content blocks which are consistent with the school based numeracy scope and sequence document.
- 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.
- 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 Arts) 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 and iPads through existing programs and coaching.
- 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 processes 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 2018 Operational Plan can be found at the school website [www.currambineps.wa.edu.au](http://www.currambineps.wa.edu.au)

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





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TOGETHER TOWARDS TOMORROW