



Annual Report 2018

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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 2018 school year.
- Section Three – Student and School Improvement Process 2019 – The final section of the report provides information about the strategies and action the school will take in 2019 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



Board Chair

Our Vision

Currambine 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 Currambine 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 Currambine 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 wellbeing 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 776 students. Currambine Primary School is an Independent Public School.

Some 44% of students enrolled are from the suburb of Currambine, up from 43% in 2017. Some 11% 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 22% of our students are from overseas with the majority of the students from the United Kingdom, South Africa and New Zealand. Some 14% 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 and Five participate in the Gold Class Reward Scheme. Students are also encouraged to lead 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, Currambine Carnival and Carols by Twilight provide opportunities for us to gather. The community also supports the school through our P&C Association and School Board. Our loving and devoted Dads (LaDDs) is a fathering group who regularly organise events for fathers and their children to participate in.

In 2018 our school worked with the Veteran's community on the design and installation of the ANZAC Memorial which is a wonderful addition to the school's facilities.

All staff at Currambine Primary School are merit selected and are focussed on working collaboratively to enhance student learning.



Staff Profiles

In addition to the Principal, Currambine Primary School has fifty two teaching staff and thirty one 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 6% of the staff are male. Some 94% 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 years, 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 School 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 average age of an education assistant at Currambine Primary School is 41.3 years. The average age of non teaching staff is 52.8 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 Manager Corporate Services and three School Officers who are employed for 2.1 FTE. There are two Library Officers who manage 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 nineteen Education Assistants in 2018. Some 6.8 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 6.45 staff were deployed to support students with disabilities, specific learning disorders or experiencing difficulty with their academic progress.

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 2018, 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 2017-19 Business Plan, with eboard learning made available across the whole school, a strong focus on iPads in the Kindy to Year Three classes and the expansion of iPads into the senior years. A copy of the Business Plan can be found on our website: www.currambineps.wa.edu.au

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

Student Enrolment Data

Year	Enrolment
2018	806
2017	816
2016	848
2015	821
2014	894
2013	868
2012	847
2011	780
2010	819
2009	832

In 2018 enrolments fell by some 30 students in comparison to 2017. In 2017 enrolments fell by 32 students. For the past two years enrolments have fallen which contrasts to a growing trend from 2011 to 2016 which included the loss of Year Seven students to the secondary context.

Some 44% of students reside in Currambine. The remaining 56% of enrolments are cross boundary. Cross boundary enrolments in 2017 represented 57% of the student population while in 2016 the percentage was 54%.

Some 44 students enrolled into Currambine Primary School between 1st February and 15th October. This was an increase from the 24 new enrolments in 2017 and below the 62 enrolments in 2016 and 50 enrolments in 2015. In 2018 some 47 students left the school compared to 33 students departing in 2017 and 32 students in 2016.

Families that enrolled into the school in 2018 school year were invited to complete a survey to share feedback on the enrolment process and transition in to the school. In 2018 some seven surveys were returned to the school down from fourteen in 2017. All parents and families indicated they felt welcomed into the school community which has been a consistent result for the past six years. An increasing percentage of students are meeting Associate Principals on enrolment, though contacts prior to enrolment with the Principal have declined. Parents enrolling at the school described the staff as friendly, felt well informed and indicated the information provided during the process was relevant and useful.

Parents who leave the school are contacted by the Principal for an exit interview. The interviews indicate that the most valued aspects of our school are the positive and inclusive time at the school, quality of the teachers, quality of communication and the support for students experiencing challenges. Parents generally moved because of a change of residential address, though some parents moved due to dissatisfaction with a particular teacher. Generally, few areas for improvement were suggested, though fencing the school, and improving the performance of selected staff were noted.

When asked to identify what attracted parents to the new school they are sending their children to, was afterschool sports clubs, quality of the facilities and attendance at a high school were identified as valued.

Student Attendance Data

2018 Attendance Data

Year Level	Regular Attendance >90%	At Risk Attendance 80%-89%	At Risk Moderate 60%-79%	At Risk Severe <60%
K	80%	14%	4%	1%
P	77%	19%	1%	0%
1	77%	25%	3%	0%
2	83%	16%	1%	0%
3	85%	14%	1%	0%
4	75%	22%	2%	0%
5	80%	18%	1%	1%
6	81%	15%	3%	0%

Whole School Attendance Data

Year	Regular Attendance >90%	At Risk 80% - 89%	Moderate At Risk 60%-79%	Severe At Risk <60%
Sem 1 2018	80%	18%	2%	0%
Sem 1 2017	81.1%	16.3%	1.9%	0.7%
Sem 1 2016	83%	15%	2%	1%
Sem 1 2015	85%	13%	2%	1%
Sem 1 2014	84.2%	13%	2.2%	0.6%
Sem 1 2013	87%	10%	3%	0.2%
Sem 1 2012	88%	10%	2%	1%

The tables represent attendance data for Semester One each term. Attendance rates have continued to gradually decline with regular attendance at 80% down from 81.1%. Attendance has gradually fallen from a high of 87% in 2012. Regular attendance is considered 90% attendance for attending nine days out of ten. One in five students at Currumbine Primary School do not meet this criteria. Some 18% of the student population are in the 'at risk' category (80-89% attendance) which is indicative of the fall in regular attendance. Some 2% of the population were identified as moderate risk with attendance below 80%. No children were in the severe attendance category.

Attendance was strongest at Years Three, Two and Six. Attendance was weakest in Year Four, One and Pre-Primary.

It is pleasing that the number of unauthorised absences is falling and parents are informing the school of the reasons for absences. Semester One absences were at the lowest rates in the past few years with 15% of absences due to vacations. One in three Kindergarten absences was due to vacations. This is concerning given the importance of setting attendance habits in the early years.

The overall attendance rates for the school was 93.8% in Semester One compared to 93.9% in 2017 and 94.7% in 2016.

Student Destination Data

Year	Ocean Reef SHS	Belridge Secondary College	Kinross College	Other Government Schools	Non-Government
2018 (Year 6)	31%	9%	5%	17%	38%
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 31% of students are going to Ocean Reef Senior High School which is around a 10% increase on the 2017 result. Some 9% of students will attend Belridge Secondary College down from 21% in 2017. Overall 40% of students will attend our 'feeder' high schools compared to 42% in 2017.

Some 17% of students will attend other government schools including Woodvale, Wanneroo, Perth Modern and Joseph Banks. Some 38% of students will attend non-government schools in 2019.

Some 32% of students in the cohort received scholarships as entrance into specialist programs in 2019 up from 23% in 2018.



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 two community representatives. Our community representatives in 2018 were Mr Mark Folkard, MLA and Ryan Joseph, a real estate agent in the Currumbine area. The Board has been very active in 2018 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 to 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, securing funding for an ANZAC memorial and for fencing. The fencing will, hopefully, be completed in the 2018/19 financial year.

The contribution of all Board members is acknowledged as is the leadership of Andries Nel, 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 2018, raising over \$10,000 for the school. These funds have been primarily used for iPads and literacy resources. We acknowledge and thank the members of the association for their support and, in particular, the Parents and Citizens Association Executive 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 2018 has been the further enhancement of our website, and the use of a branded and personalised daily workpad/handbook for the teaching staff.

In 2019, the School Marketing Committee will focus strongly on grounds enhancements to improve the aesthetic appearance of the school.

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 2018, a number of facility improvements have been undertaken including;

- Installation of a school electronic sign,
- Completion of the ANZAC memorial.

A master plan for the grounds is in place. The focus for 2019 is increasing shade, aesthetic improvement to the grounds and the painting of selected transportables.

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

Financial Management Data

Year	School Revenue
2018	\$702,449.00
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 2018 has fallen by some \$173,000 in comparison to 2017. This has been driven by a reduction in student numbers experienced in 2018.

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 2018 were set at \$60.00 per child, which is the maximum allowable under the School Education Act 1999.

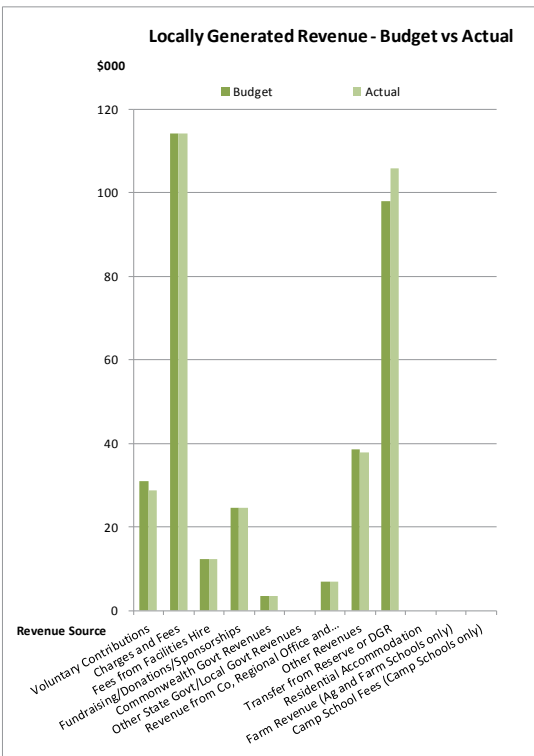
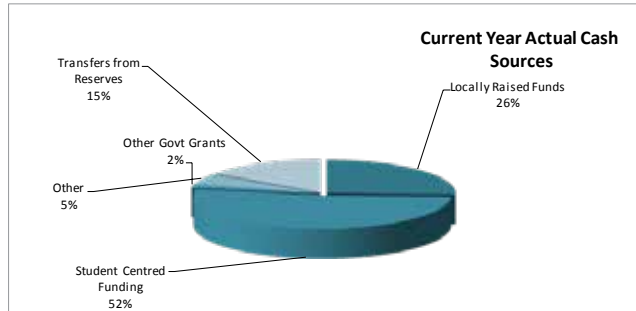
Year	Percentage Paid	Revenue Collected
2018	57.33%	\$26,977.50
2017	58.41%	\$29,061.50
2016	62.95%	\$31,278.00
2015	67.1%	\$32,548.00
2014	71.5%	\$37,696.00
2013	66.76%	\$33,789.00
2012	64.73%	\$30,642.00

The rate of collection of voluntary contributions continues to decline in 2018 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 \$27,000 in 2018 down from \$29,000 in 2017 and \$37,696 in 2014.

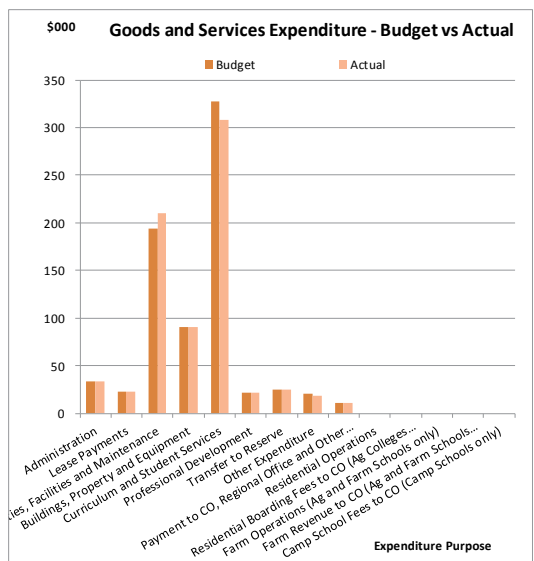
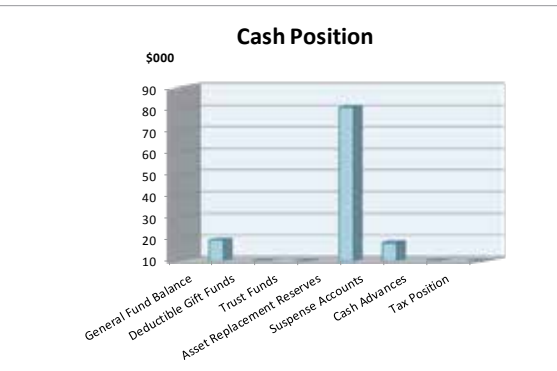


Financial Summary as at 31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 31,035.00	\$ 28,733.50
2	Charges and Fees	\$ 114,252.00	\$ 114,251.27
3	Fees from Facilities Hire	\$ 12,427.00	\$ 12,426.91
4	Fundraising/Donations/Sponsorships	\$ 24,614.00	\$ 24,613.16
5	Commonwealth Govt Revenues	\$ 3,477.00	\$ 3,477.04
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 6,865.00	\$ 6,864.54
8	Other Revenues	\$ 38,631.00	\$ 37,775.42
9	Transfer from Reserve or DGR	\$ 97,907.91	\$ 105,907.91
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 329,208.91	\$ 334,049.75
	Opening Balance	\$ 57,607.00	\$ 57,607.31
	Student Centred Funding	\$ 367,237.60	\$ 367,237.60
	Total Cash Funds Available	\$ 754,053.51	\$ 758,894.66
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 754,053.51	\$ 758,894.66



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 33,917.88	\$ 33,490.32
2	Lease Payments	\$ 22,300.00	\$ 22,092.02
3	Utilities, Facilities and Maintenance	\$ 193,517.41	\$ 209,654.87
4	Buildings, Property and Equipment	\$ 90,364.74	\$ 90,448.29
5	Curriculum and Student Services	\$ 327,795.67	\$ 307,894.28
6	Professional Development	\$ 21,114.00	\$ 21,305.40
7	Transfer to Reserve	\$ 25,189.00	\$ 25,189.00
8	Other Expenditure	\$ 20,574.81	\$ 18,663.42
9	Payment to CO, Regional Office and Other Schools	\$ 10,654.00	\$ 10,744.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 745,427.51	\$ 739,481.60
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 745,427.51	\$ 739,481.60
	Cash Budget Variance	\$ 8,626.00	



Cash Position as at:	
Bank Balance	\$ 114,907.50
Made up of:	
1 General Fund Balance	\$ 19,413.06
2 Deductible Gift Funds	\$ 804.78
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 80,924.64
5 Suspense Accounts	\$ 18,260.02
6 Cash Advances	\$ 1,000.00
7 Tax Position	\$ 3,495.00
Total Bank Balance	\$ 114,907.50

School Highlights 2018

Currambine Primary School has enjoyed a year of success and achievement in 2018 with many positive outcomes achieved for our students, and our school, in which we can take pride as a community.

The children's academic achievement continues to show improving trends or maintaining standards consistent with those of like schools. Reading standards across the school continue to be sound with a good performance in the NAPLAN Assessment and very pleasing results in the PAT Reading Assessment. Writing standards continue to be very high through to Year Three as do the spelling standards. In fact the former Year Six students of the school achieved their highest NAPLAN Spelling average in the past ten years. The Year Three NAPLAN result was the strongest in a decade, while our Year Five cohort achieved their strongest result in seven years.

The stronger academic performance was also noted with Mathematics within the Year Three cohort achieving their strongest result for the past decade and the Year Five result was the strongest in the past seven years. A strong performance was also noted in Science with a significant percentage of children performing in the top 20% of the distribution.

Our school again participated in the Interschool Spelling Bee with numerous schools from the surrounding area. Currambine Primary School students proved to be a spelling power house coming first in Year Four, Five and Six and second in Year Three.

The introduction of the Accelerated Integrated Method (AIM) to the French program has seen the Year Six student results of the Australian Language Competency Assessment display a pattern of continuous improvement which has been most pleasing.

The school has continued to maintain the Multi-Lit

and Direct Instruction programs to support children at risk with pleasing impact on student learning. The speech pathology screening project for our students in Kindergarten continues to be a very valuable program in supporting students early in their schooling journey.

We believe strongly in ensuring the link between home and school is seamless and the contribution of the PALS program, Rhyme Time and Story Time for 0-4 year old children has been very much a success for the students.

Our school seeks to provide our students with a rich and diverse learning environment with a wide range of experiences to engage children and deepen their knowledge. These events have included camps for our Year Three and Six children which proved very successful, after school Robotic and Lego classes and two teams of students participating in the WA Junior Robocup, along with before and after school sports programs. The children enjoyed incursions with aboriginal storyteller, Monty Pryor and the Paint Storm experience. The outcome of Paint Storm was large paints with key wellbeing messages that have been installed into the Undercover Assembly Area. The children of various year levels have participated in a wide range of incursions and excursions including Farm Yard on Wheels, Scitech, Landsdale Farm School, Cockman House, the Maritime Museum and Parliament House. There has certainly been many numerous ongoing opportunities for our students.

Students Mental Health and Wellbeing is a central pillar on which our school's philosophy stands. We have continued to offer a diversity of programs such as I Do It, Leader in Me, Aussie Optimisim and the friendly Schools Program to support students to develop skills to manage themselves and their relationships with others. Our school Chaplain and her time is fully utilised. I am pleased to note the Chaplaincy Program will continue in 2019.

The official opening of our ANZAC Memorial was a

We have clearly enjoyed a very successful 2018 and can look forward to 2019 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 2018 Pre-Primary On Entry Reading Assessment saw a very pleasing result though not as strong as the previous four years with fewer students achieving above 0.7 and more students achieving between 0.4 and 0.6 (the expected level).

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

Year	Year Level	School Average	Western Australian Average	Australian Average
2018	3	432	423	434
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
2018	5	510	502	509
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

2018	7	538	539	542
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

The 2018 Year Three cohort achieved a very pleasing result which was above the Western Australian Average, slightly below the Australian Average and two points above the like school average. The cohort's growth measure was a value added residual of 0.0 meaning the students academic growth over the lower years of schooling was as expected.

The Year Five cohort was eight points above the Western Australian Average, one point above the Australian average and two points below the like school average. The percentage of children performing in the top 20% of the distribution is pleasing. A value added residual of -0.1 indicates growth was within the expected range. The Year Seven cohort was slightly less strong in 2018 than the previous four years though the variation is not significant. The result was slightly below the Western Australia and Australian average. While the result is slightly less strong in terms of growth, this group of students matched the Western Australian average growth and exceeded the Australian average.

All students in Years One to Six complete the Progressive Achievement Test (PAT) Reading Assessment in third term each year. The overall school average of 5.4 is a very pleasing result and well within the expected performance level for our school. Very strong performances were noted at Year One, Year Four and Five while sound performances were noted at Year Two and Six.

Overall the results in reading have shown improvement and the performance is consistent with that of like schools.

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
2018	3	424	400	407
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
2018	5	475	460	465
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

2018	7	502	505	505
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

The Year Three cohort continues to perform strongly with a result above the Western Australian, Australian and like school average. A consistently strong performance has been noted for the past five years. Levels of academic growth have been pleasing with a value added residual +0.6, the fifth year of positive residuals.

A very pleasing result has also been achieved by the Year Five cohort which is above the Western Australian, Australian and like school average. The Year Five cohort has achieved positive growth residuals for the past two years and seen an increase in the percentage of children in the top 20% of the distribution. This is a very pleasing result.

The Year Seven cohort's result was less strong in 2018 when compared to the 2017 cohort with the variation verging on being significant. The result was slightly below the Western Australian and Australian averages. The percentage of students in the top 20% of the distribution has been declining.

Overall the writing results are pleasing and consistent with a like school performance, though further growth in the senior years is desirable.

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.

Year	Year Level	School Average	Western Australia Average	Australian Average
2018	3	427	411	418
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
2018	5	506	500	503
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
2018	7	556	545	545
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

The performance of the Year Three cohort in 2018 continues to be pleasing with a result above the Western Australian, Australian and like school average (+10 points). Positive growth residuals have been achieved by this year level for the past three years.

The Year Five cohort result was above the Western Australian and Australian average and some two points below the like school average. This cohort achieved a poor result in terms of their growth from Year Three which is inconsistent with the past four years. Overall while the result is sound, some further growth is desired particularly for the weaker students in the cohort.

The Year Seven students achieved an average score of 556 points which was above the Western Australian average and the Australian average and the strongest result by Year Seven cohort over the past decade. The rate of academic growth for this cohort was above the Australian and Western Australian average.

All students in Year One through to Year Six complete the EMTS Spelling Assessment in third term each year. In 2018 a stanine average of 5.2 was achieved. This is slightly above the state average and consistent with the 5.3 achieved in 2017. Particularly strong performances were noted at Year Two, Three and Five. The performance of Year One was an area for improvement.

Overall the standard of spelling is pleasing with a particularly strong performance noted for NAPLAN.

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.

Year	Year Level	School Average	Western Australian Average	Australian Average
2018	3	460	424	432
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
2018	5	517	500	504
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
2018	7	548	542	544
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

The 2018 Year Three cohort performed very strongly with a result well above the Western Australian, Australian and like school average. The result is the strongest result in the past ten years and significantly above the result achieved in 2017. The growth in performance over the past three years is a positive.

The Year Five cohort result was also above the Western Australian, Australian and like school average and was also the strongest result in the past decade. A positive growth residual was also achieved at Year Five which is very pleasing.

The Year Seven cohort result was also above the Western Australian and Australian average and is also the strongest result in the past decade. Overall, the NAPLAN Punctuation and Grammar results in 2018 are very pleasing.

All students in Year One through Six complete the EMTS Punctuation and Grammar assessment in third term. The stanine average of 5.1 is slightly above the state average though the performance is not as strong as in 2017. Very strong performances were noted at Year Two and Six but considerable improvement is desirable in reference to this assessment.

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.

The 2018 On Entry data conducted with Pre-Primary students in Term One indicates another very strong performance though slightly less strong than the 2017 cohort. A very substantial percentage of children performed well above average.

The NAPLAN Mathematics results are described in the table below.

Year	Year Level	School Average	Western Australian Average	Australian Average
2018	3	412	403	408
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
2018	5	497	490	494
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
2018	7	542	549	548
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

The Year Three cohort performed the Australian and Western Australian average and two points below the like school average which is not significant. A value added residual of -0.1 indicates academic growth in mathematics is within the expected standard. The result was the strongest for a decade.

The Year Five cohort also performed above the Western Australian average and Australian average and were two points below the like school average. The Year Five cohort of the past four years have all been positive in terms of academic growth which is most pleasing. This is the strongest result in the past seven years.

The Year Seven cohort was less strong in 2018 when compared to 2017 and the result was slightly below the Western Australian and Australian average. This is the first result below the Western Australian average in four years.

All students in Pre-Primary to Year Six complete the EMTS Mathematics Assessment in third term. The stanine average of 5.1 was achieved which is slightly above the state average and the strongest result for the past six years. The result is consistent with an improving trend noted over the past six years.

Very strong results were noted for Year One, Two and Six. Further improvement is needed at Year Four, Five and Pre-Primary.

Overall the results in Mathematics are improving and moving within the realm of like school performance.

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 2018, 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
2018	4	5.3	31%
2017	4	5.5	39%
2016	4	5.7	36%
2015	4	5.2	29%
2014	4	5.1	34%
2018	6	5.2	27%
2017	6	5.2	21%
2016	6	4.8	21%
2015	6	4.8	17%
2014	6	5.0	16%
2018	Whole School	5.2	28.5%
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%

The result in 2018 is above the state average though slightly less strong than the 2017 result. A pleasing percentage of students remain in the top 28% of the distribution.

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 children achieving regular attendance from 85% to 88%.

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

- Speed and Agility Test - Years Four, Five and Six
- Bullying Survey - Years Four, Five and Six
- Fundamental Movement Skills Survey - Pre-Primary

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
2018	4	4.25	4.43	4.27	14.62	20.14	20.28
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
2018	5	4.59	4.36	4.47	19.72	19.12	19.44
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	19.54
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

2018	6	4.32	4.14	4.24	18.48	18.91	18.71
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 cohort's 2018 performance was slightly less strong than previous cohorts with Year Four girls performing less strongly on the sprint. The Year Five cohort was also noticeably less strong than previous cohorts, but an improvement on this group of student's performance in 2017. The Year Six group performed soundly.

All students in Pre-Primary are assessed using the fundamental movement skills checklist. Skills associated with balance, throwing and catching were well developed. Skills associated with hopping, jumping and walking on a balance beam were less developed.

The Year Four, Five and Six children's responses to the Bullying at our school survey have been collated and the student's reported a reduction in the frequency of bullying. The bullying is considered to be like teasing though the survey item on the severity of bullying has been slightly elevated for the past two years. Students report only a few students are bullied at the school. Students report trying to stop bullying and believe teachers seek to help students who experience bullying. Children report they are rarely bullied in the school and this result is down on the 2017 result.

Moderate verbal bullying (calling rude names/remarks) was the most easily identified type of bullying, then social bullying both moderate and severe.

The students report experiencing very high levels of safety in classrooms and high levels of safety in the playground. The bullying results experienced an upward spike for the first time in five years though the 2018 results are again trending positively.

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
2018	2	5%	40%	51%	2%	0%
2017	2	3%	27%	64%	7%	0%
2016	2	1%	25%	68%	5%	0%
2015	2	4.5%	26%	63.5%	4.5%	0%
2018	4	0%	22%	66%	11%	1%
2017	4	8%	21%	64%	5%	1%
2016	4	8.5%	29%	52%	10%	10%
2015	4	6%	25%	62%	5%	2%
2018	6	14%	30%	43%	3%	1%
2017	6	8%	32%	49%	9%	2%
2016	6	5%	39%	47%	5%	1%
2015	6	6%	30%	56%	8%	1%

The Year Two cohort's performance was notably strong in 2018, while the Year Four performance was similar to 2018. The Year Six result has been an improvement in the percentage of children achieving 'A' grades.

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
2018	18%	51%	37%
2017	23%	59%	18%
2016	28%	66%	6%
2015	33%	47%	25%

The 2018 result is stronger than that achieved by the 2017 cohort with a reduction in the percentage of children achieving a pass and an increase in the percentage of children achieving an improving trend in performance is noted.

A continuing pattern of improvement with the ALC French Assessment is noted and this is pleasing.

Year	Year Level	A	B	C	D	E
2018	1	3%	22%	73%	2%	0%
2016	1	5%	28%	55%	10%	1%
2015	1	1%	32%	52%	2%	0%
2018	3	1%	26%	67%	4%	0%
2016	3	12%	38%	49%	1%	0%
2015	3	8%	27%	49%	9%	1%
2018	5	5%	38%	58%	0%	0%
2016	5	20%	24%	35%	19%	2%
2015	5	10%	33%	56%	1%	0%

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
2018	2	6%	30%	52%	2%	0%
2017	2	12%	30%	53%	5%	0%
2016	2	9%	38%	45%	4%	0%
2015	2	20%	27%	70%	1%	0%
2018	4	2%	36%	59%	2%	0%
2017	4	11%	31%	58%	1%	0%
2016	4	16%	32%	50%	2%	0%
2015	4	14%	41%	44%	1%	0%
2018	6	22%	41%	36%	1%	0%
2017	6	16%	33%	50%	1%	0%
2016	6	18%	42%	39%	1%	0%
2015	6	11%	42%	46%	1%	0%

Slightly fewer Year Two students received 'A' grades in 2018, this was also the case at Year Four, though the overall distribution has not varied greatly. The Year Six performance was notably stronger in 2018.

Visual Arts

Year	Year Level	A	B	C	D	E
2018	2	0%	27%	68%	4%	1%
2017	2	0%	22%	75%	3%	0%
2016	2	1%	14%	81%	3%	0%
2015	2	1%	25%	71%	3%	0%
2018	4	0%	13%	83%	2%	0%
2017	4	3%	25%	70%	3%	0%
2016	4	2%	12%	80%	12%	0%
2015	4	1%	18%	75%	6%	0%
2018	6	1%	17%	82%	0%	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%

At Year Two in the Visual Arts, an improvement is noted in the percentage of 'B' grades, while like Year Four cohort in 2018 is less strong than the 2017 cohort, this was also true of the Year Six cohort.



Student, Parent & Staff Survey

Student, Parent and Staff Survey Information

In 2018 students, parents and staff were provided with the opportunity to share feedback through the online National Opinion Survey. A summary of each of the surveys is outlined below. The student survey was conducted with students in Year Five.

Students indicated that they believe teachers expect them to do their best, that staff provided useful feedback on their work and are treated fairly. Some 79% of students indicated they felt safe at school while 7% of students indicated they did not always feel safe. Some 66% of students felt they could talk to their teacher about their concerns, some 18% of students felt they could not talk to their teacher. Some 12% of students expressed concern about behaviour management. The vast majority of students indicated they like being at school while 5% of students indicated they did not like being at school. Some 80% of students felt there were interesting things to do at school.

The students felt the school had high academic standards and that their teachers supported them when they experienced difficulty.

When the students were asked what they would like to see improved at the school they noted;

- Ensuring issues of bullying were resolved in a timely manner.
- Ensuring students who were disrupting the class were dealt with quickly.
- More and longer sports sessions; and
- longer recess and lunch.

The areas the students most valued about the school were;

- The warmth, support and care that teachers showed students.
- The quality of the school community with the children noting the learning environment was warm, caring and safe.
- The caring nature of their friends.
- Fun events such as excursions, carnivals etc.
- Specialist programs and specialist staff.

Parents of the school felt teachers had high expectations for the students, that they received quality feedback, that they were treated fairly and that the school environment was a safe space. The item on student safety was the most positively rated survey item.

The teaching staff are seen to be highly approachable, this item was also very highly rated by parents. Parents felt student behaviour was well managed and that their children liked coming to school.

The vast majority indicated they were satisfied with the standard of education their children receive at Currambine Primary School. Parents felt the school was well organised, runs smoothly and encourages a sense of pride. The school was seen as having clear goals and a positive identity.

Some 23% of parents identified bullying as an issue of concern which 39% of parents felt this was not an

issue at the school. Some 38% of parents neither agreed or disagreed with the statement of bullying.

Some 81% of parents felt the school was meeting their child's educational needs while 7% of parents expressed concern regarding this item. Some 90% of parents indicated they are satisfied with their child's educational progress.

When parents were asked to identify areas for improvement, the most common responses included;

- Improved parking.
- Improvement to the grounds and facilities.
- Supporting students at risk further.
- Supporting students experiencing bullying.

Areas that parents noted as strengths for the school included;

- The strong sense of community in the school and that the environment was safe, welcoming and caring.
- The quality of the school staff in terms of both expertise and approachability.
- The quality of the school's leadership.
- The sense of engagement displayed by the students.

All members of the teaching staff were provided with the opportunity to respond to the National Opinion Survey in 2018.

Staff felt they had high expectations of students, provided children with effective feedback, provided fair treatment and a safe environment. Staff felt they presented as approachable for both parents and students. The staff believed the school was improvement focussed and that their views were considered.

The school staff felt they received useful feedback on their work and that they were well supported within the school. They felt the school was well organised and runs smoothly and that the school has clear goals and a positive identity.

The response on bullying was rated less strongly with the shift caused by staff rating this item at higher rates in the Neither Agree or Disagree category. The staff felt social emotional learning needs to be strengthened with the school curriculum.

When the teaching staff were asked to identify areas for improvement, the common responses included having high expectations of staff with reference to the full implementation of all improvement strategies, creating greater connectivity across the staff and improvements to the grounds and facilities.

Areas that were perceived as strengths by the staff included the collaborative practices across the staff, and the support they received from colleagues. The quality of leadership within the school was also seen as a positive.

Student Performance and School Improvement Process 2019

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 2019 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 students who 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 a 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 Method (AIM) 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 2019 Operational Plan can be found at the school website www.currambineps.wa.edu.au

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



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TOGETHER TOWARDS TOMORROW