



2019 Annual Report



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INTRODUCTION

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

- Section One – School Overview - This section of the report provides information about school context, our students, the staff and the curriculum we offer. This section also includes data on a range of operational matters such as attendance, student destinations and enrolment trends.
- Section Two – Learning Area Reports – In this section of the report, information is provided on the students' academic performance in the 2019 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



Andries Nel
Board Chair

OUR VISION

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

OUR MOTTO

Together Towards Tomorrow

OUR VALUES

Currumbine Primary School's organisational values are;

- 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; and
- 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 wellbeing and their relationships with others including the development of a sense of empathy, resilience, independence 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 lifelong pursuit and encouraging all members of the community to be reflective, collaborative, pro-active and respectful;
- Promoting problem solving, appropriate risk taking and critical and creative thinking;
- A culturally sensitive and inclusive school which welcomes all students and their families into our community; and
- An approach to the delivery on curriculum, pedagogical practices and assessment processes that are whole school in orientation and connected in application.



SCHOOL OVERVIEW

Currumbine is an Aboriginal word meaning place of 'plenty of rock'. Our school is located in the suburb of Currumbine, some 25 kilometres north of Perth in the City of Joondalup. The school opened in 1997 with approximately 300 children and presently has an enrolment in excess of 771 students. Currumbine Primary School is an Independent Public School.

Some 44% of students enrolled are from the suburb of Currumbine, this was also the case in 2018. Some 12% of our students come from Kinross, with a further 6% 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 26% 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 3.6% 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 has fully implemented the Western Australian Curriculum in all learning areas. We offer specialist programs in Visual Art, Music, French and Physical Education.

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.

Currumbine Primary School enjoys a strong sense of community and special events such as the ANZAC ceremony, Currumbine 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.

All staff at Currumbine 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 forty seven teaching staff and thirty five non-teaching staff, ranging from cleaners and grounds 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 43.2 years. Some 11% of the staff are over the age of 55 years, while a further 1% of staff are teacher graduates.

Teachers on average have been educators for 17.5 years and have worked at Currambine Primary School for an average of 10.5 years. Education Assistants have, on average, been in the role 18.5 years and been employed at our school an average of 14 years. The average age of non-teaching staff is 50.2 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 seven teachers hold Level Three Classroom Teacher status, which is the highest level that can be achieved. A further thirteen 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 a Marketing & Media Officer two days per week.

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 four Education Assistants in 2019. Some 7.6 FTE 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 8.0 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 2019, staff participated in well over 1500 hours of professional learning. This year, key areas of focus included;

- Supporting Students at risk - Dyslexia Speld
- Explicit Instruction
- Distributed Leadership feedback.
- Respectful Relationships
- Digital Technology
- Team Building

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 was 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

In 2019 the Board developed a new Business Plan for 2020-22. The plan has three areas of focus.

Improving Literacy and Numeracy, Supporting Student Wellbeing and enhance students skills with inquiry.

Student Enrolment Data

Year	Enrolment
2019	771
2018	806
2017	816
2016	848
2015	821
2014	894
2013	868
2012	847
2011	780
2010	819
2009	832

In 2019 enrolments fell by some 35 students in comparison to 2018. In 2018 enrolments fell by 30 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 2018 represented 56% of the student population while in 2017 the percentage was 57%.

Some 48 students enrolled into Currambine Primary School between 1st February and 15th October. This was consistent with the 44 new enrolments in 2018 and above the 24 enrolments in 2017 and 62 enrolments in 2016. In 2019 some 30 students left the school compared to 47 students departing in 2018, 36 students in 2017 and 32 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 tone 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 suggestions were made for improvement.

When asked to identify what attracted parents to the new school they are sending their children to, was ride to school programs, support programs and one to one iPads or MacBook programs.

Student Attendance Data

2019 Attendance Data

Year Level	Regular Attendance >90%	At Risk Attendance 80%-89%	At Risk Moderate 60%-79%	At Risk Severe <60%
K	74%	20%	6%	0%
P	82%	16%	2%	0%
1	78%	20%	2%	0%
2	83%	16%	1%	0%
3	87%	12%	1%	0%
4	76%	18%	6%	0%
5	80%	16%	4%	0%
6	76%	17%	7%	0%

Whole School Attendance Data

Year	Regular Attendance >90%	At Risk 80% - 89%	Moderate At Risk 60%-79%	Severe At Risk <60%
Sem 1 2019	80%	16%	3%	0%
Sem 1 2018	80%	18%	2%	0%
Sem 1 2017	81.1%	16.3%	1.9%	0.7%
Sem 1 2016	83%	15% (108)	2% (13)	1% (1)
Sem 1 2015	85%	13% (92)	2% (15)	1% (1)
Sem 1 2014	84.2%	13% (114)	2.2% (20)	0.6% (5)
Sem 1 2013	87%	10% (86)	3% (25)	0.2% (2)
Sem 1 2012	88%	10% (78)	2% (16)	1% (4)
Sem 1 2011	87%	10% (77)	2% (18)	0% (3)
Sem 1 2010	85%	11% (91)	3% (23)	0% (2)
Sem 1 2009	89%	9% (75)	2% (13)	1% (5)
Sem 1 2008	85%	13% (109)	1% (12)	1% (6)

The tables represent attendance data for Semester One each year. In 2019 the Semester One attendance data remained consistent with the 2018 data. This is the first time in eight years that attendance has not declined. This is pleasing to see the declining attendance trend has ceased. Regular attendance at school is condered to be 90%. A slight improvement in the students in the At Risk category is noted. No students were in the severe category.

Attendance was strongest at Year Three (87%), Pre-Primary (82%) and Year Five (80%). Attendance was poor for Kindergarten (74%), Year Four (76%) and Year Six (76%).

Unauthorised and unexplained absences continue to fall and represent some 12.7% of absences. Absences due to vacations have fallen to 13%, the lowest level in the past five year which is pleasing.

The overall attendance rate in 2019 was 93.2%. In 2018 the rate was 93.8% which in 2017 it was 93.9%.

Unauthorised Absences Data Over Time

Year Level	2019	2018	2017	2016	2015
K	8%	10%	13%	21%	22%
P	5%	5%	13%	22%	%
1	13%	12%	11%	19%	22%
2	8%	9%	18%	28%	16%
3	14%	8%	9%	19%	9%
4	16%	18%	14%	14%	21%
5	18%	12%	14%	18%	18%
6	15%	11%	16%	23%	17%
Whole School	12.1%	12.5%	15%	20.5%	18%

Percentage of Absences Due to Vacation

Year Level	2019	2018	2017	2016	2015
K	8%	30%	19%	19%	7%
P	20%	13%	12%	12%	6%
1	12%	8%	25%	17%	2%
2	18%	21%	21%	22%	19%
3	14%	23%	21%	13%	18%
4	13%	22%	17%	14%	18%
5	8%	3%	12%	14%	10%
6	12%	1%	14%	16%	14%
Whole School	13%	15%	17%	16%	19%

Attendance Data by Gender

Year	Gender	Regular (>90)	At Risk (80-89)	Moderate (60-79)	Severe (<60)
2019	Female	80%	17%	3% (11)	0% (0)
2018	Female	81%	16%	3% (12)	0% (1)
2017	Female	80%	18%	2% (8)	1% (2)
2016	Female	83%	14%	2% (9)	0% (1)
2015	Female	86%	11%	2% (7)	1% (3)
2019	Male	79%	17%	4% (17)	0% (0)
2018	Male	80%	19%	1% (6)	0% (1)
2017	Male	81%	15%	2% (19)	1% (4)
2016	Male	83%	15%	2% (7)	0% (0)
2015	Male	83%	14%	2% (8)	1% (1)

Student Destination Data

Year	Ocean Reef SHS	Belridge Secondary College	Kinross College	Other Government Schools	Non-Government
2019 (Year 6)	44%	14%	6%	12%	24%
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 44% of students are attending Ocean Reef Senior High School in 2020, which is the largest group to attend in the past seven years. Some 14% of students will attend Belridge Secondary College which is a slight increase over the 2018 result. 24% of students will attend non-government schools in 2020 which is a significant decline over the previous two years.



The School Board

As an Independent Public School, Currambine 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 Currambine area. The Board has been very active in 2019 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 School Board has worked tirelessly to develop the 2020-22 Business Plan. The plan will have three key focus areas:

- Enhancing English and Maths achievement,
- Student wellbeing, and
- Explicit instruction of inquiry skills.

Further information about the Business Plan 2020 can be found in Section Three of the report.

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 Currambine Parents and Citizens Association is committed to providing a forum for families to work with the school to provide the best resources and facilities possible for the students in our care. The association has been extremely active in 2019, raising over \$25,500 for the school. These funds have been primarily used to purchase iPads. 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

Currambine Primary School seeks to promote the work of our school to the wider community.

The marketing of the school is led by Marketing and Media Officer, Mrs Casey Bryden. 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 2019 has been the development of a new marketing plan for 2020, with a focus on increasing enrolments and voluntary contributions.

Facilities Use and Development

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

The school is committed to enhancing the facilities and grounds within the constraints of our budget. In 2019, a number of facility improvements have been undertaken including;

- Installation of fencing,
- Upgrades to the front garden,
- Shade sails over two playgrounds, and
- Enhancements to the school office.

In 2020, the school will have 1.5 million dollars invested in improvements which will see most demountable classrooms replaced.

A master plan for the grounds is in place. The focus for 2020 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.

Year	Percentage Paid	Revenue Collected
2019	58.66%	\$27,312.00
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 increased slightly in 2019 by approximately 1%. The voluntary contributions generated \$27,000 in 2019, on par with \$27,000 in 2018 and down from \$29,000 in 2015 and \$37,696 in 2014.

Financial Management Data

Year	School Revenue
2019	\$805 367.19
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 2019 has risen by some \$100,000 in comparison to 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.

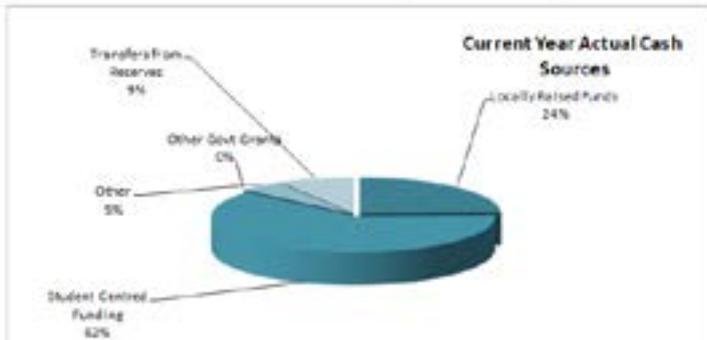
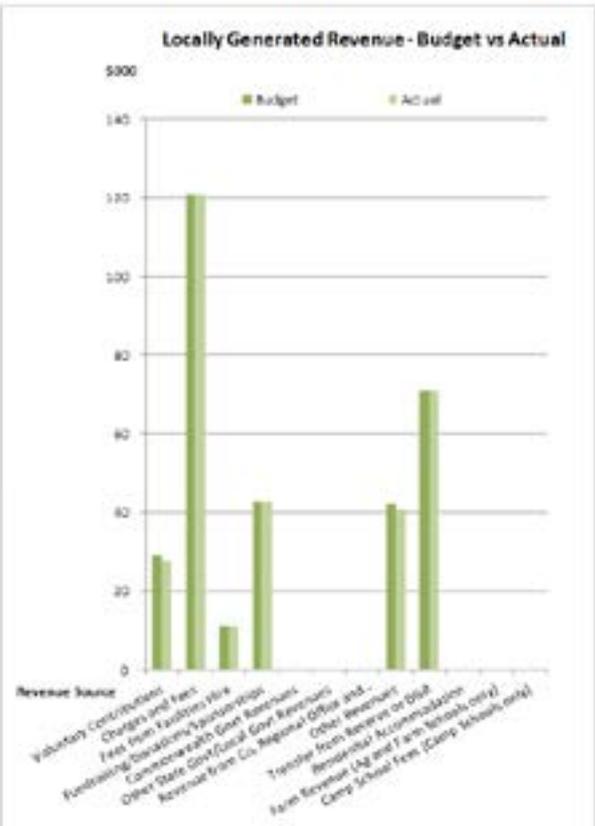
Voluntary Contributions

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

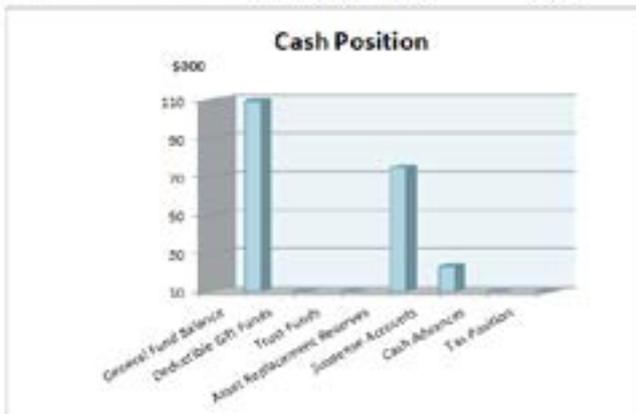
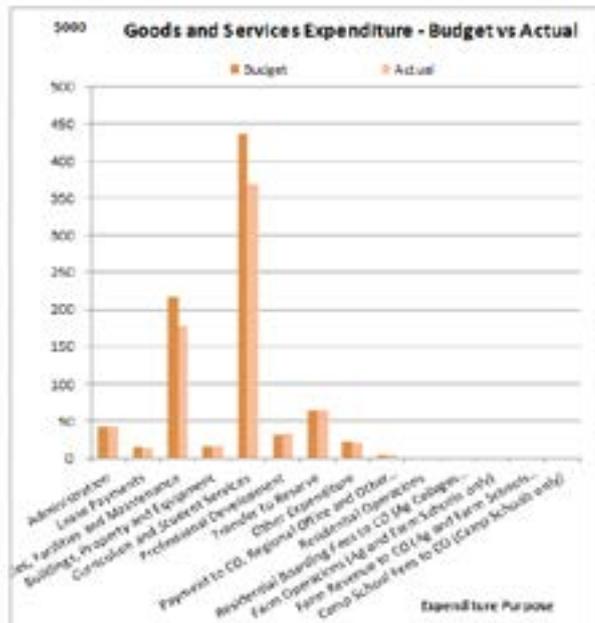


FINANCIAL SUMMARY AS AT 31 DECEMBER 2019

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 28,864.00	\$ 27,588.00
2. Charges and Fees	\$ 120,989.00	\$ 120,982.01
3. Fees from Facilities Hire	\$ 10,013.00	\$ 30,883.52
4. Fundraising/Donations/Sponsorships	\$ 42,722.00	\$ 42,722.40
5. Commonwealth Govt Revenues	\$ -	\$ -
6. Other State Govt/Local Govt Revenues	\$ -	\$ -
7. Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8. Other Revenues	\$ 42,159.00	\$ 40,790.71
9. Transfer from Reserve or DGR	\$ 71,036.86	\$ 71,036.86
10. Residential Accommodation	\$ -	\$ -
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 316,502.86	\$ 313,791.40
Opening Balance	\$ 19,413.00	\$ 19,413.06
Student Centred Funding	\$ 307,456.76	\$ 307,456.00
Total Cash Funds Available	\$ 643,375.62	\$ 640,662.46
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 643,375.62	\$ 640,662.46



Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 40,772.00	\$ 41,302.54
2. Lease Payments	\$ 13,500.00	\$ 11,938.12
3. Utilities, Facilities and Maintenance	\$ 216,006.43	\$ 176,296.25
4. Buildings, Property and Equipment	\$ 15,512.00	\$ 14,677.15
5. Curriculum and Student Services	\$ 485,963.12	\$ 368,052.32
6. Professional Development	\$ 30,251.00	\$ 32,121.64
7. Transfer to Reserve	\$ 64,612.00	\$ 64,612.00
8. Other Expenditure	\$ 22,105.00	\$ 19,854.54
9. Payment to Co, Regional Office and Other Schools	\$ 1,000.00	\$ 1,000.00
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	\$ 642,581.62	\$ 701,544.56
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 642,581.62	\$ 701,544.56
Cash Budget Variance	\$ 64.00	



Cash Position as at:	
Bank Balance	\$ 201,360.18
Made up of:	\$ -
1. General Fund Balance	\$ 308,117.90
2. Deductible Gift Funds	\$ 1,996.28
3. Trust Funds	\$ -
4. Asset Replacement Reserves	\$ 34,529.78
5. Income Accounts	\$ 23,217.22
6. Cash Advances	\$ (1,000.00)
7. Tax Position	\$ (6,094.00)
Total Bank Balance:	\$ 201,360.18

SCHOOL HIGHLIGHTS 2019

Currumbine enjoyed a year of success and achievement in 2019 with many positive outcomes for our students, our school and community.

The children's achievement continues to show areas of strong growth in a range of areas and year levels. The On Entry achievements of our Pre-Primary students in both Literacy and Numeracy are extremely pleasing and have been for sometime. This is a credit to the staff that run our Kindergarten programs.

The results for our Year Five students in writing are the best in ten years. This was also true of our former Year Six students for their Year Seven NAPLAN writing. The performance in Spelling has been consistently at a like school performance for a number of years with the Year Five cohort achieving their strongest result in many years. The Year Three cohort achieved their strongest result on the NAPLAN Grammar in ten years. This was also the outcome for our former Year Six students who achieved the strongest result in ten years for the NAPLAN Mathematics Assessment. A sound performance in Science was also noted in 2019.

The school hosted a very successful Spelling Bee with the strongest students from Years Three to Six attending an Interschool Spelling Bee. We came first in three year levels and second in the fourth year level. Clearly an outstanding performance.



We have maintained a broad suite of programs to both support students experiencing challenge with their learning and extent students were appropriate. This has included small group maths interventions, Multi-Lit, Direct Instruction, Spelling, Mathematics and Reading. Our students in Kindergarten are all screened by a speech pathologist to ensure early intervention is in place for our children.

The link between school and home, particularly at the transition to Kindergarten is critically important. This year we provided three transition experiences for families and their children which have proved very successful. We have continued to offer PALS, Baby Rhyme Time and Story Time for children aged 0-4 years.

We always seek to provide an engaging learning environment for our students and fantastic camp experiences were provided to our Year Three and Year Six students. The students had the opportunity to participate in a rich diversity of incursions and excursions along with a range of afterschool programs facilitated by the school.



We also had a range of special events to enhance the children's school experience. This includes the Children's University Program conducted at Edith Cowan University which saw 28 of our students graduate. For some students it was their second university graduation! The waste wise lunches each term have promoted the reduce, recycle, reuse message with our children and school community. Science Week was a very successful week with children building rockets, many being launched on the oval for the whole school, letters to astronauts, movies and acknowledging the best Scientist in the school.

A range of lunch time clubs were also offered including gardening, Lego and French, the aim being to provide children other options during break times.

The Day for Daniel was again acknowledged in 2019 sharing an important message about child safety with our students, Book Week proved to be a

very popular event as did the Book Fair.

The social emotional growth and wellbeing of our students is central to our work as a school. We continue to offer programs across the school as part of our health program. In 2020 we will introduce mindfulness practices to our program along with the WA Positive Behaviour Support Program. Our Chaplain continued to provide support to students individually and in small groups.

As usual we enjoyed considerable success on the sporting field with wins at the Interschool Athletics and Cross Country Carnivals. Success at the Winter Carnival was also a positive outcome.

We had many wonderful successes in the Arts Arena including the Year Five performance for the WA Government Music Society Festival, the Year Four performance at our ANZAC Ceremony and the Year Three performance at our annual Carols by Twilight. The Talent Assembly was clearly a success enjoyed by the students. The lunch time Art Club has



produced wonderful murals which will be displayed within the school.

As always we seek to gather as a community and this has included the Colour Run, our ANZAC Service and the Carols event.

We have seen improvements to our grounds including the landscaping of our front garden, the installation of fencing, improvements to the school administration building and shade sails over two playgrounds.

I would like to acknowledge and thank the School Board and P&C Association for their contributions to the success of our school community.

I would like to acknowledge and congratulate all members of the staff who were nominated for the School Board Staff Awards in 2019. The successful nominees were;

- Excellence in Teaching & Learning - Jean Hale
- Excellence in Education Leadership - Paul Davey
- Community Contribution Award - Jenaea Barrett

I would like to acknowledge all the members of the staff for their professionalism, commitment and willingness to go the extra yard for the young people in our care.

We have enjoyed a very successful 2019 and we can look forward to 2020 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, the 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.

In 2019, the Pre-Primary On Entry result in Reading saw some improvement with 33% of students achieving good achievement and 15% of students having high achievement. This was a substantial improvement on the 2018 results.

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
2019	3	423	427	432
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
2019	5	502	504	506
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
2019	7	538	546	546
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 Year Three result declined from the previous year which was somewhat disappointing after achieving a like school result in 2018. This year's result was some 15 points below the like school performance which is significant. The performance of the Year Three cohort has been inconsistent for a number of years and this will need to be an area of focus.

The Year Five result of 502 points was also a slight decline in performance with a result some two points below the WA average. In the previous four years the result has been above the WA average. The 2019 result was some ten points below the like school average. Growth of the Year Five cohort was reflected in a value added residual of 0.0, which indicates growth was as expected. Growth through the middle of the school has been a strength for the past five years.

The Year Seven result in 2019 was consistent with the 2018 result. The result was some eight points below the WA average which is a little disappointing though this variation is not significant. Growth results from Year Five to Seven are above the WA and Australian average.

All students from Pre-Primary to Year Six complete the PAT Reading Assessment in September each year. In 2019 a stanine average of 4.9 was achieved which is a fraction below the state average. The result contrasts significantly from the results for the previous two years which were very strong. The performance at Year Two, Three and Six was pleasing while other year levels need to improve their performance.

Overall the 2019 results show a decline in performance in comparison to recent years. Enhancing student achievement in Reading will be a continued focus for the school.

Writing

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

Year	Year Level	School Average	Western Australia Average	Australian Average
2019	3	421	420	423
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
2019	5	494	471	474

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
2019	7	522	513	513
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 2019 Year Three Writing result was less strong than the 2018 result, but not significantly. The result was consistent with the WA average though below the like school average. This is the first performance below like schools for the past five years.

The Year Five performance in Writing is substantially above the WA and Australian average and well above the like school average. This is a very pleasing performance which has been achieved over the past three years.

The Year Seven performance was also above the WA and Australian average by a reasonably strong margin which is very pleasing. The growth of this cohort from Year Five through to Year Seven was above the WA and Australian average.

The E-Write Assessment for students in Year Four and Six suggests further improvement can be achieved in Writing with the performance declining slightly over the past three years.

The writing performance has been mixed by the strong NAPLAN results over the past few years which have been pleasing though the results suggest there is room for further improvement.

Spelling

To assess students progress in Spelling, the EMTS spelling assessment is used for students in Year One to Six. NAPLAN testing is completed in Years Three, Five and Seven and effect sizes are calculated using the school based spelling inventory. An effect size is a measure of a students academic growth.

The table below represents the NAPLAN Spelling performances over the past few years.

Year	Year Level	School Average	Western Australia Average	Australian Average
2019	3	423	412	419
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
2019	5	513	500	501

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
2019	7	549	547	546
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 Year Three result in Spelling was well above the WA and Australian average and consistent with the like school performance. Growth of this cohort of students is at an appropriate level. A consistent like school performance has been achieved for the past four years which is pleasing.

The Year Five result in 2019 was well above the WA and Australian average by a substantial margin and consistent with like schools. The result was the strongest in the past ten years. The Year Five performance has matched like schools for the past four years.

The Year Seven result was slightly above the WA and Australian average and this has been the case for the past two years. While this result is most satisfactory, though growth could be stronger from Year Five through to Year Seven.

Each year, in September, students in Years One through to Six complete the EMTS Spelling Assessment. In 2019 a stanine average of 5.2 was achieved which is a result consistent with the levels achieved over the last three years. The result is above the state average but just short of our performance window of 5.3 or above. Strong performance was noted in Year Two and Three in particular. An improving performance is noted at Year Six. An improved performance is needed at Year One and Four.

The Effect Size Calculations using the schools spelling inventory show strong growth across the school with the overall effect size at 0.77. This is above expectation. Year One and Five had particularly strong results.

Overall spelling is an area of very sound performance.

Punctuation and Grammar

The students' standard of achievement in Punctuation and Grammar is assessed using NAPLAN assessments in Years Three, Five and Six and the EMTS 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
2019	3	451	435	440
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
2019	5	495	498	499
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
2019	7	453	442	442
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 2019 result for the Year Three cohort was very strong. The result was well above the WA and Australian average and consistent with a like school performance. The Year Three cohort has consistently achieved like school performances for the past four years. Growth residuals for Year Three cohorts had been positive for the past four years.

The Year Five cohort average of 495 points was a substantial drop on the 2018 average of 517 points. The result was some three points below the state average and four points below the Australian average. The result is some ten points below the like school average which, whilst not a significant variation, is notable. A significant fall in growth is noted which is consistent with the result. This performance is against the trend of gradual improvement.

The Year Seven cohort achieved a result that was well above the Australian and WA average which is most pleasing. This has been the case for the past three years.

The EMTS Punctuation and Grammar average of 5.2 is above the state average but just short of the desired target. Pleasing results were noted at Year One, Two and Six. Stronger results at Year Four and Five are desirable.

The overall performance in Punctuation and Grammar is sound though there is need for growth through the middle years.

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.

Years Two through Six also complete the Westwood Mental Maths assessment throughout the year.

The NAPLAN Mathematics results are described in the table below.

Year	Year Level	School Average	Western Australian Average	Australian Average
2019	3	409	405	408
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
2019	5	495	490	496
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
2019	7	562	558	554
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 performance was slightly above the Western Australian and Australian average but some ten points below the like school average. This variation is not significant but is notable. The growth residual for the cohort was -0.4 which is below expectation and against the improving trend in recent years.

The Year Five result was slightly above the Western Australian and Australian average, however the result was some seven points below the like school result, though this variation was not significant. The value added growth residuals for Year Five was -0.3. This is the first negative residual in five years.

The Year Seven cohort result was well above the WA and Australian average and the strongest result in ten years. The growth of this cohort was well above the expected standard.

The students in Years One to Six completed the EMTS Mathematics assessment. The stanine average of 5.1 was consistent with the previous years performance and a result slightly above the state average but below the desired performance window of 5.3 or better. The performance at Year Two and Three was pleasing. While the performance at Year One and Six was sound, further improvement is desirable in Pre-Primary, Year Four and Year Five.

Overall the performance in Mathematics needs to lift particularly in the early and middle years.

Science

In 2019 the Year Four and Six cohorts completed the PAT Science Assessment to monitor this learning area. The results are outlined in the table below:

Year	Year Level	Average	% in Stanine 7,8 9
2019	4	5.3	26%
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%
2019	6	5.3	25%
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%
2019	Whole School	5.3	26%
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 2019 performance by both the Year Four and Six cohort is consistent with the expected performance window and significantly above the state average. The percentage of students in the top 20% is above the normal curve expectation but has declined for the past two years.

The standard of achievement in Science is most satisfactory.

Physical and Mental Health and Wellbeing

Student achievement in this learning area is monitored using a Speed and Agility test for students in Years Four to Six, a Bullying Feedback Survey for students in Year Four to Six and a fundamental movement skills assessment for students in Pre-Primary.

The 2019 Speed and Agility assessments are outlined in the like table below;

Year	Year Level	20 metre Run			Speed and Agility Assessment		
		Male	Female	Total	Male	Female	Total
2019	4	4.18	4.27	4.2	19.41	19.11	19.26
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
2019	5	4.13	4.2	4.17	18.89	19.17	19.03
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
2019	6	4.4	3.9	4.0	18.49	19.52	19.01
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 2019 results saw a stronger sprint time for the Year Four cohort, while the Speed and Agility Assessment (SAQ) was slightly slower. The Year Five cohort was somewhat improved over the previous cohort achieving the strongest SAQ result of any Year Five cohort since the assessment began. The result for the Year Six boys was slightly less strong while the result for the girls was improved.

The students fitness levels are very pleasing.

The Pre-Primary fundamental skills assessment has shown a strong performance in balance, catch, balance beam and skipping. Jumping skills have declined while bounce and catch and hopping have improved.

The students in Years Four to Six completed a bullying survey in Term One. The students reported lower levels of bullying in 2019 than they reported in 2018, female students reported bullying at lower rates than male students. The severity of bullying was also reported to be lower in 2019, boys reported bullying at higher levels than girls.

When students were asked if they had been bullied, 32% of students said never, and 49% of students said seldom. Some 4% of children noted they were bullied regularly.

Name calling was the highest reported type of bullying though the rates were lower in 2019 than 2018. Boys generally reported higher rates of bullying in most categories. Some 81% of children reported feeling safe at all times. Some 2% of student noted they felt unsafe regularly.

The overall trend with bullying is downward.

Humanities and Social Sciences (HaSS)

The data for the Humanities and Social Sciences is sourced from semester reports.

Year	Year Level	A	B	C	D	E
2019	2	6%	30%	54%	10%	0%
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%
2019	4	2%	26%	65%	7%	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%
2019	6	12%	35%	45%	8%	0%
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 2019 Year Two cohort is not quite as strong as in 2018 though the variation is not significant. The Year Four cohort is slightly improved on the previous year. The performance of the Year Six students was consistent with the 2018 result. A sound performance is noted in HaSS.

Languages - French

Information to monitor student achievement in French is collected using the online Australian Language Competency Assessment for students in Year Six and semester report data for Years Two, Four and Six.

ALC French Assessment Results

Year	Pass	Credit	Distinction
2019	78%	22%	0%
2018	18%	51%	37%
2017	23%	59%	18%
2016	28%	66%	6%
2015	33%	47%	25%

The 2019 results have declined significantly. The 2019 test included two separate tests with more challenging content and this is reflected in the results.

Year	Year Level	A	B	C	D	E
2019	1	0%	17%	74%	8%	1%
2018	1	3%	22%	73%	2%	0%
2016	1	5%	28%	55%	10%	1%
2015	1	1%	32%	52%	2%	0%
2019	3	3%	22%	68%	6%	1%
2018	3	1%	26%	67%	4%	0%
2016	3	12%	38%	49%	1%	0%
2015	3	8%	27%	49%	9%	1%
2019	5	4%	35%	59%	2%	0%
2018	5	5%	38%	58%	0%	0%
2016	5	20%	24%	35%	19%	2%
2015	5	10%	33%	56%	1%	0%

The Year One cohort result in French is less strong in 2019. This was also true for the Year Three cohort. The Year Five cohort's performance in 2019 is similar to the 2018 performance.

The overall performance in 2019 was somewhat less strong than in 2018.

The Arts

The students achievement in the Arts is monitored using Semester report data.

Music

Year	Year Level	A	B	C	D	E
2019	2	1%	36%	63%	0%	0%
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%
2019	4	7%	28%	59%	6%	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%
2019	6	10%	34%	53%	3%	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%

The performance in music in Years One, Three and Five were rated slightly less strongly in 2019 than in 2018.

Visual Arts

Year	Year Level	A	B	C	D	E
2019	2	0%	18%	78%	3%	0%
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%
2019	4	1%	17%	76%	6%	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%
2019	6	2%	15%	79%	3%	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%

The overall ratings in Visual Art are consistent with the 2018 results, though Year Two was slightly down on 2018 and Year Five was slightly stronger.

STUDENT, PARENT AND STAFF SURVEY

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 and Six.

Students indicated that they believe teachers expect them to do their best, that staff provided useful feedback on their work and treated them 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 while 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 2020

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 2020 are outlined below.

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

- Implement the Five Pillars Three Waves approach to teaching English across the school.
- Refine and enhance the use of the Explicit Direct Instruction model.
- Utilise second and third wave interventions to support students at risk.
- Use formative assessment to ensure student need is reflected in planning.
- Implement the KRAT into Kindergarten, phonic screens into Pre-Primary to Year Two and Lexiles into Year Three to monitor reading progress.
- Implement the PAVES fluency program from Years Three to Six.
- Implement STARS into Year Three.
- Enhance the I Get It Program K-1, consider transition to Year Two.
- Offer the QAR strategy in Year Two, Three and Four.
- Implement joint action routines into Kindergarten to enhance vocabulary and oral narrative.
- Implement Colourful Semantics into Pre-Primary to support sentence structure development.
- Implement the CHIMPS editing tool across the school.

To address improvement in Mathematics the school will:

- Implement the Five Pillars Three Waves approach to the teaching of Mathematics across the school.
- Refine and enhance the use of the Explicit Direct Instruction model.
- Use second and third wave interventions to support students at risk.
- Ensure formative assessments are used to support for students is reflected in planning.
- Enhance the modelling of self talk in mathematics across the school.
- Trial content block reporting to parents from Kindergarten to Year Six.

To address improvements in Science the school will;

- Implement the SCKI model to ensure both skills and content knowledge is explicitly taught.
- Develop a scope and sequence of Science skills to support delivery of the SCKI model.

- Develop and implement a whole school inquiry model.
- Enhance teaching in Science by focussing on key facets of Level Three at the 5E model.
- Continue to use warm-ups to build key vocabulary, key concepts, inquiry and general knowledge.

To address student wellbeing the school will;

- Implement a revised scope and sequence document which includes instruction in mindfulness across the whole school.
- Revise the Collaborative Learning Strategies scope and sequence and implement in 2020.
- Implement the WA PBS program into the school.
- Continue to acknowledge and celebrate attendance at the classroom level, at assemblies and across year levels.

To support the teaching staff the school will;

- Enhance teacher expertise and practice with the Explicit Direct teaching model.
- Implement a distributed leadership structure to support effective change management and leadership development.
- Continue to support staff caring for students with a diagnosis of Autism through the use of Autism Support Teachers and Positive Partnership processes.
- Ensure a sub-committee of the Health and Wellbeing Committee is focussed on and action strategies to support staff.
- Adjust the performance management process in line with staff feedback.
- Offer professional learning to relief staff that reflects the school's instructional model.

Copies of the School Business Plan and the 2020 Operational Plans can be found at the school website:

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





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TOGETHER TOWARDS TOMORROW