



CURRAMBINE
PRIMARY SCHOOL
TOGETHER TOWARDS TOMORROW

2022 Annual Report



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INTRODUCTION

The Annual Report for Currambine Primary School provides parents, carers 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 academic performance of students in the 2022 school year.
- **Section Three: Student and School Improvement Process.** The final section of the report provides information about the strategies and action the school will take in 2023 to improve the achievements of students and enhance the school's effectiveness.

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

Yours sincerely,



Geoff Smith
Principal

OUR VISION, MISSION AND VALUES

Our Motto

Together Towards Tomorrow

Our Vision

At Currambine Primary School, we are committed to ensuring that each child develops the breadth of capability that will allow them to face their future with confidence. Their 'tomorrow' depends on our today.

Our Mission

We work to reach each child so that they can reach their 'tomorrow' with confidence. It is our work to know our children's individual interests and capabilities. It is our work to provide them with the academic and social/emotional skills that stretch and strengthen them. It is our work to consider deeply the world that they will encounter, so that we are sure that what we teach is relevant to what they face. We walk together as staff and a wider community; remaining open, informed and positive.

Our Values

Our School's core values are captured as ERIK (Excellence, Respect, Integrity and Kindness). These operate in various ways to frame our relationships and work as staff, our growth and development as students and our partnership and connection to the school's parents and carers.

As staff, we understand these as individual values, which offer us guidance in the way we act as professional people at Currambine Primary School.

For us Excellence, the drive to grow and to achieve, is not purely understood as individual success. It is always moderated by a deep Respect for connection and for the value and capability of other people. Integrity, the standing up for what is worth standing up for regardless of the situation, is always moderated by a commitment to treat with true Kindness, the other people involved in any situation we face. Together, these four values work to support us to prepare our students for their 'tomorrow'. This is the Currambine way.

Excellence

We are passionate about establishing engaging, well-managed classroom environments focused on inspiring students to do their best. We work collaboratively with others, we lead by example, we are committed to modelling best practice and professional behaviours.

Respect

We work with flexibility and fairness to ensure others feel valued as members of the team, class, and community; demonstrating a willingness to change or find common ground. We choose our words, actions, and tone to build and maintain effective relationships.

Integrity

We act with integrity; honouring our commitments and delivering on our promises, being trustworthy and accountable. We are self-reflective and take responsibility for our actions and their impact.

Kindness

We work to create an inclusive environment; supporting others both personally and professionally. We value small, daily acts of kindness that build belonging. We bring humour to our work and we check in on each other regularly.



OUR STAFF BEHAVIOURAL NORMS

At Currambine Primary our staff will be guided by the following behavioural norms.

Integrity

- Leading by example through trustworthiness and accountability, creating a safe environment for everybody.
- Taking responsibility for your actions and their impact; owning your mistakes and growing from them.
- Being an upstander, not a bystander.
- Putting the needs of everyone before the needs of self, when appropriate.
- Honouring your commitment, delivering on your responsibilities and promises.
- Contributing to the whole school agenda by following whole school plans and decisions.
- Maintaining confidentiality as an integral practice.
- Welcoming others in providing me with feedback and holding me to account in a positive and constructive manner.
- Having clear agendas and shared minutes at all key meetings of groups and staff.

Excellence

- Being knowledgeable, prepared and punctual.
- Acting with passion for our roles to inspire students to do their best.
- Having high expectations of self, team and students.
- Leading by example with a commitment to modelling best practice and professional behaviours.
- Recognising and responding appropriately to the needs of the whole child.
- Valuing and building strong and open relationships with all members of the school community.
- Reflecting on performance and outcomes to see what things can be improved.

Respect

- Choosing our words, actions, and tone with consideration.
- Making the time for conversations and building relationships.
- Acknowledging the worth and successes of other people.
- Allowing and welcoming the diversity of other points of view.
- Starting fresh each day, being open to new possibilities for everyone.
- Showing a deep and practical care for others' social and emotional wellbeing.
- Making others feel valued as a member of the team, class, and community.

Kindness

- Checking to see if someone is okay and then responding appropriately.
- Consciously offering simple gestures to show you have an awareness of those around you.
- Tuning in to others, knowing the little things and ways that make a big difference to them.
- Being flexible in our approach to each other; people experience care in different ways.
- Creating inclusion proactively and ensuring that others feel welcome.
- Communicating clearly and in a timely way to take unnecessary pressure off colleagues and students.
- Consistently treating others with care and compassion.
- Supporting each other both personally and professionally.

SCHOOL OVERVIEW

Currambine is an Aboriginal word meaning place of 'plenty of rocks'. Our school is located in the suburb of Currambine, 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 750 students. Currambine Primary School is an Independent Public School.

Some 43% of students enrolled are from the suburb of Currambine, up from 40% in 2021. Some 10% of our students come from Kinross, with a further 10% 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 17% of our students are from overseas with the majority of the students from the United Kingdom, South Africa and New Zealand. Some 20% of the students come from backgrounds where English is an additional language. The school presently has 3% of the student population identified as Indigenous. The school currently has 3.5% of students with a diagnosed disability.

Our school has wonderful facilities including four fully air-conditioned teaching blocks made up of 18 classrooms. We also have a purpose-built Visual Arts and Science Room as well as two music rooms. Additionally,

there are 14 air-conditioned demountable classrooms. All classrooms have internet access and access to desktop computers 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 Arts, Music, French, Physical Education and Technologies.

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 and Home Reading Rewards. Students are also encouraged to lead through various roles such as Student Councillors, Faction Captains and the Tech Crew.

In 2021 the Positive Behaviour Support program was implemented. The core values of Excellence, Respect, Integrity and Kindness (ERIK) are promoted to the students.

Currambine Primary School enjoys a strong sense of community and special events such as the ANZAC ceremony and Carols by Twilight provide opportunities for us to gather. The community also supports the school through our P&C Association and School Board. 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 Currambine Primary School are merit selected and are focused on working collaboratively to enhance student learning.



Staff Profiles

In addition to the Principal, Currumbine Primary School has 40 teaching staff and 30 non-teaching staff, ranging from cleaners and grounds staff to Education Assistants and 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 (63%).

Some 11% of the staff are male. Some 89% of the teaching staff are female. The average age of a teacher at Currumbine Primary School is 44 years. Some 6% of the staff are over the age of 55 years, while 1% of staff are under the age of 25.

Teachers on average have been educators for 16.7 years and have worked at Currumbine Primary School for an average of 13.4 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 48.3 years.

We have 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, Music and Digital Technologies.

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 five teachers hold Level Three Classroom Teacher status, which is the highest level that can be achieved. A further 12 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 2.0 FTE.

A Library Officer manages our library and resources. The school employs a Marketing & Media Officer two days per week.

The school employs the services of a School Chaplain three days per week and a School Psychologist two days per week.

The school employed 20 Education Assistants in 2022. 7.8 FTE staff were deployed to Kindergarten and Pre-Primary classes with a further 1.6 staff being deployed to the Year One and Two classes. Some 13.1 staff were deployed to support students with disabilities, specific learning disorders or those 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 2022, staff participated in well over 1500 hours of professional learning. This year, key areas of focus included;

- Trauma Informed Practice
- Effective collaboration
- Mission and Vision
- Positive Behaviour Support

School Business Plan

In 2022, 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 student achievement in the areas of literacy and numeracy as well as mental health and well-being and building the pedagogical leadership skills of staff is also a strong focus.

A copy of the Business Plan is available on our website: www.currambineps.wa.edu.au



Student Enrolment Data

Year	Enrolment
2022	758
2021	785
2020	768
2019	771
2018	806
2017	816
2016	848
2015	821
2014	894
2013	868
2012	847
2011	780
2010	819
2009	832

Enrolment in 2022 opened at 736 children a significant drop from the 2021 enrolment of 785. This was due to the exit of a large Year Six cohort of over 115 students and an intake of Kindy enrolment of 87 students. By the conclusion of the year enrolments had grown to 758 students.

Some 43% of our students come from the suburb of Currambine, a slight increase over the 40% result in 2021. The remaining students come from the surrounding suburbs.

Total new enrolments in 2021 was 54 students plus an enrolment of 86 Kindergarten students.

Some 34 students exited the school in 2022 compared to 34 in 2021, 25 in 2020 and 36 in 2019.

Student Attendance Data

2022 Attendance Data

Year Level	Regular Attendance >90%	At Risk Attendance 80%-89%	At Risk Moderate 60%-79%	At Risk Severe <60%
K	67%	24%	9%	1%
P	61%	29%	10%	0%
1	53%	41%	6%	0%
2	59%	33%	8%	1%
3	57%	35%	9%	0%
4	57%	30%	9%	4%
5	59%	32%	9%	0%
6	51%	37%	8%	4%

Whole School Attendance Data

Year	Regular Attendance >90%	At Risk 80% - 89%	Moderate At Risk 60%-79%	Severe At Risk <60%
Sem 1 2022	56%	34%	8%	2%
Sem 1 2021	66%	27%	7%	1%
Sem 1 2020	34%	50%	15%	1%
Sem 2 2020	77%	18%	4.5%	0.5%
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)

The data provided within the tables includes attendance in Semester One 2022.

In 2022 overall rates of attendance declined in comparison to 2021 with some 56% of students achieving regular attendance (90% or above). This decline was related to the continuing challenges related to the COVID-19 pandemic. The percentage of students At Risk due to attendance saw a 7% increase, Moderate at Risk students (60%-79% attendance) saw a 1% rise and a 1% rise in Severe attendance (<60%) was also noted.

Average Regular attendance for the past three years has been 52%. In comparison prior to the pandemic Average attendance was at 80%. In 2022 attendance as Year One and Year Six was particularly poor. Female attendance was stronger than male attendance, though Severe and Moderate poor attendance rates were higher for female students. The attendance of aboriginal and islander students showed strong improvement.

Unauthorised and unexplained absence remained steady at 13% of all absences. Absences due to vacation during school time remained at very low levels.

Unauthorised Absences Data Over Time

Year Level	2022	2021	2020	2019	2018	2017
K	10%	8%	10%	8%	10%	13%
P	12%	14%	2%	5%	5%	13%
1	8%	11%	3%	13%	12%	11%
2	11%	11%	6%	8%	9%	18%
3	15%	10%	4%	14%	8%	9%
4	15%	17%	5%	16%	18%	14%
5	15%	15%	4%	18%	12%	14%
6	17%	13%	15%	15%	11%	16%
Whole School	13%	13%	6%	12.1%	12.5%	15%

Percentage of Absences Due to Vacation

Year Level	2022	2021	2020	2019	2018	2017
K	1%	4%	0%	8%	30%	19%
P	1%	4.5%	3%	20%	13%	12%
1	1%	4.5%	1%	12%	8%	25%
2	1%	7.5%	4%	18%	21%	21%
3	0.5%	4%	3%	14%	23%	21%
4	1.5%	4%	0.5%	13%	22%	17%
5	1%	2%	1%	8%	3%	12%
6	1%	4%	1%	12%	1%	14%
Whole School	1%	4%	2%	13%	15%	17%

Attendance Data by Gender

Year	Gender	Regular (>90)	At Risk (80-89)	Moderate (60-79)	Severe (<60)
2022	Male	54%	35%	10%	1%
2021	Male	67%	25%	7%	1%
2020	Male	33%	50%	15%	2%
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)
2022	Female	62%	30%	6%	1%
2021	Female	67%	25%	6%	1%
2020	Female	36%	49%	14%	1%
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)

Aboriginal and Islander Attendance

Year	Regular (>90)	At Risk (80-89)	Moderate (60-79)	Severe (<60)
2022	64%	36%	0%	0%
2021	54%	23%	9%	14%
2020	19%	62%	19%	0%
2019	56%	33%	11%	0%

Student Destination Data

Year	Ocean Reef SHS	Belridge Secondary College	Kinross College	Other Government Schools	Non-Government
2022 (Year 6)	25%	11%	21%	11%	32%
2021 (Year 6)	29%	8%	14%	19%	26%
2020 (Year 6)	22%	19%	10%	19%	30%
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 68% of students attended public high schools in 2022 in comparison to 70% in 2021 and 76% in 2020. An increasing percentage of children are attending Kinross College which may reflect the schools increased cross boundary enrolment.



The School Board

As an Independent Public School, Currambine Primary School's strategic direction and improvement agenda is shaped by our School Board.

Our School Board includes six parent representatives, three members of staff, the Principal and four community representatives. Our community representatives in 2021 were Mr Mark Folkard, MLA, Mayor Albert Jacob, Jessica O'Sullivan, and Creagh Ferdinands, a real estate agent in the Currambine area.

The Board has been very active in 2022 monitoring our Business Plan that shaped the direction of the school through to 2022. A strong focus on the continued improvement of our students' literacy and numeracy performance and 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 contribution of all Board members is acknowledged as is the leadership of Sheri-Lynn Ludwig, our Board Chair.

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 2022, raising over \$15,000 for the school. These funds have been primarily used to purchase decodable readers. We acknowledge and thank members of the association for their support and, in particular, the P&C Executive for their leadership over the past 12 months, particularly the leadership of our President Claire Ihlein. We farewelled and thanked two long term members of the P&C; Mike Bush and Nadine Havel. I thank them sincerely for their contributions to our community.

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 Kimberley Latham. Our marketing strategy is designed to promote our brand to multiple audiences including present families, prospective enrolments, future employees and the wider community. This work was critical to increasing our enrolment in 2022.

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 with 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 2022, a number of facility improvements have been undertaken including the installation of new Display Boards.

A master plan for the grounds is in place. The focus for 2023 is toilet upgrades and aesthetic improvements to the grounds. 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
2022	\$832,665.00
2021	\$851,066.21
2020	\$731,649.71
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

Our revenue in 2022 has decreased by around \$20,000.00. A decline in revenue is due to a decline in the cost of excursions and incursions.

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 utility costs.

Voluntary Contributions

The voluntary contributions in 2022 were set at \$50.00 per child.

Year	Percentage Paid	Revenue Collected
2022	58.72%	\$21,725.50
2021	59.41%	\$24,231.00
2020	49%	\$22,333.00
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

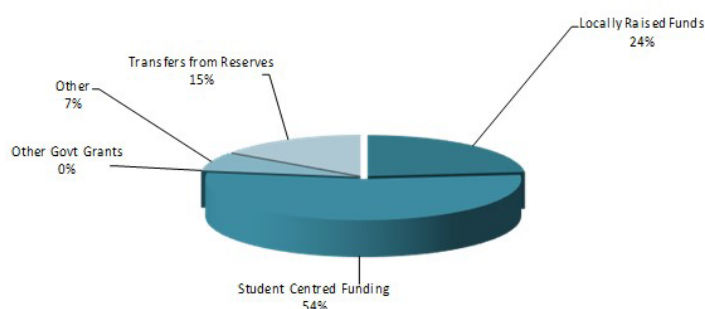
The rate of Voluntary Contributions fell to 58.72% from 59.72% in 2021. Total revenue raised in 2022 was \$21,726.00 down from \$24,231.00.



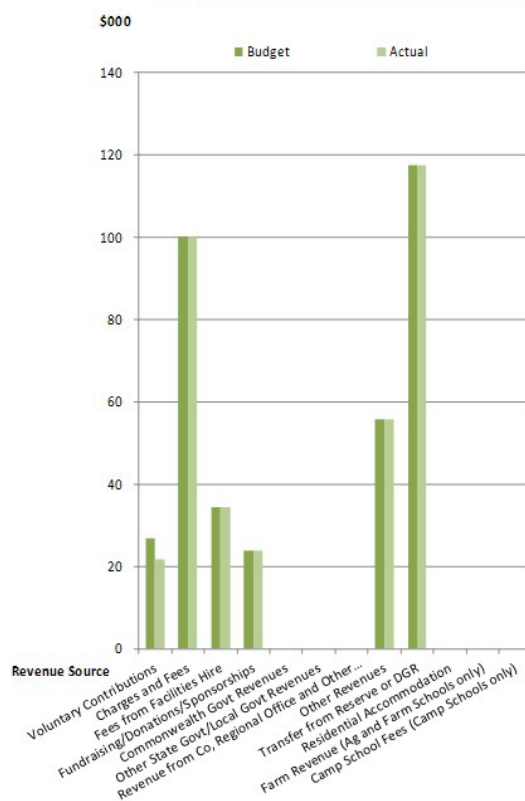
Financial Summary as at 31st December 2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 26,700.00	\$ 21,725.50
2	Charges and Fees	\$ 100,034.00	\$ 100,033.25
3	Fees from Facilities Hire	\$ 34,256.00	\$ 34,255.51
4	Fundraising/Donations/Sponsorships	\$ 23,706.00	\$ 23,705.92
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 55,845.00	\$ 55,848.33
9	Transfer from Reserve or DGR	\$ 117,375.00	\$ 117,375.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 357,916.00	\$ 352,943.51
	Opening Balance	\$ 81,306.61	\$ 81,306.61
	Student Centred Funding	\$ 415,619.90	\$ 415,619.90
	Total Cash Funds Available	\$ 854,842.51	\$ 849,870.02
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 854,842.51	\$ 849,870.02

Current Year Actual Cash Sources

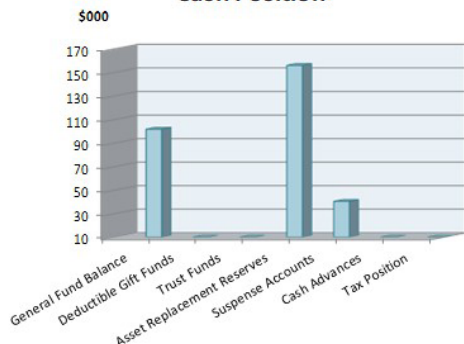


Locally Generated Revenue - Budget vs Actual

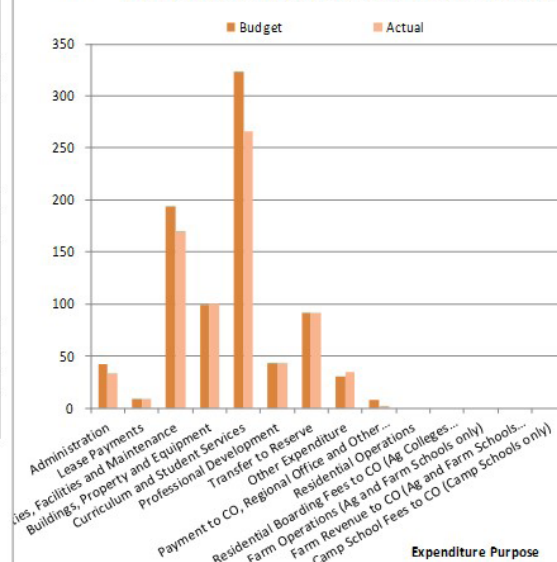


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 41,558.00	\$ 33,083.05
2	Lease Payments	\$ 8,840.00	\$ 8,820.16
3	Utilities, Facilities and Maintenance	\$ 194,075.00	\$ 170,375.02
4	Buildings, Property and Equipment	\$ 98,867.00	\$ 99,857.50
5	Curriculum and Student Services	\$ 322,594.90	\$ 265,679.86
6	Professional Development	\$ 43,291.00	\$ 43,291.59
7	Transfer to Reserve	\$ 91,089.00	\$ 91,089.00
8	Other Expenditure	\$ 30,544.00	\$ 33,962.96
9	Payment to CO, Regional Office and Other Schools	\$ 7,686.00	\$ 1,890.00
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	\$ 838,544.90	\$ 748,049.14
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 838,544.90	\$ 748,049.14
	Cash Budget Variance	\$ 16,297.61	

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 294,958.60
Made up of:	
1 General Fund Balance	\$ 101,820.88
2 Deductible Gift Funds	\$ 2,914.78
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 155,941.78
5 Suspense Accounts	\$ 40,363.16
6 Cash Advances	\$ (1,000.00)
7 Tax Position	\$ (5,082.00)
Total Bank Balance	\$ 294,958.60

2022 School Highlights

As is the case Currumbine Primary School has much to celebrate and be proud of given the successes and achievements of the past twelve months, particularly given the challenges associated with the pandemic.

We certainly experienced some very pleasing academic results this year. Our NAPLAN Reading results were sound across the board with the Year Five cohort achieving the strongest average ever. Some +19 points above the like school result. Sound performances were also noted on the PAT Reading assessment, fluency and phonics assessments.

A pleasing result was also achieved in writing with sound NAPLAN performance for all year levels. The Year Five cohort achieved their strongest NAPLAN performance and other year levels were at expectation. A sound result was also achieved on EMTS spelling assessment by the majority of grades.

A very strong performance was noted in punctuation and grammar with the Year Three, Five and Seven results, well above the like school expectations.

The school's performance in Mathematics was consistent with a like school performance for the second year in a row which was most pleasing.

We actively seek to find ways to ensure every child experiences academic success commensurate with their potential and offer programs to support children experiencing difficulty with this. This has included conducting speech screening for all Kindergarten students and providing small group 'boost' programs for students at risk. In 2023 we are hoping to expand the Speech Pathology options on the school site.

We have continued to offer small group interventions across the early years via Mini-lit and Direct Instruction programs to support our students. I acknowledge the work of Ally Reid and Bel Holyday in supporting these programs.

The Positive Partnerships Program is another program designed to ensure positive outcomes for students with a diagnosis of

autism and their families at our school. I would acknowledge the leadership of Terri Million, Jean Hale and Natasha Kelly in ensuring the success of this program.

Ensuring the pastoral needs of our students are met is a key focus for our school and this includes many processes, programs and people who work tirelessly towards this goal. The school offers PALS for children aged 0-4 years along with Rhyme Time and Story Time so young families can connect with our school community. I would acknowledge the work of Katy Yates and Melanie Clarke in this space.

We also offer a Psychologist 2.5 days a week and a Chaplain 3 days a week which has been critical to the support we have in place for our students facing complex circumstances.

We also offer programs across the years such as Aussie Optimism, I Do It, Bounce Back and Friendly Schools to equip our students with the skills that will assist them in managing themselves and their relationships with others.

At Currumbine we seek to offer a rich and diverse curriculum and we have certainly achieved this in 2022. We have seen great successes in Physical Education with a fantastic Faction Athletics Carnival and another win in the Interschool Carnival and Cross Country Carnival. Not to mention, the successful swimming lessons as well as RAC Safety and First Aid incursions. The Year Five students performed brilliantly at the Belridge Performing Art Centre this year. I thank our PE and specialist teachers for their wonderful work. French cafes have been enjoyed by our Year Six students and various year levels have enjoyed incursions and excursions including the Kindy Fairy Tale ball, visits to Scitech, AQWA, Rottneest Camp, the Zoo and the Book Fair.

The Positive Behaviour Support program is now deeply embedded into our school culture and practice and the leadership of Paula Harmer-Watkins and the PBS team has been much valued with our Values of Excellence, Respect, Integrity and Kindness well known by the children.

Our connection with parents as partners is deeply important to our sense of community.

We did have to cancel and reschedule some events due to COVID-19 but we were able to celebrate Carols by Twilight and host our Open Night. We have a comprehensive Orientation program in place to welcome new families into the school which has seen positives for students and parents alike.

In 2022 we were able to offer two parent workshops - the Mysteries of Maths Workshop via the Scitech Lighthouse Project and a workshop on supporting early readers via the Dyslexia Speld Foundation. My thanks to Bel Fernandez for her efforts with the Maths workshop.

I would like to acknowledge the work of our school Board under the leadership of Sheri-Lynn Ludwig and the Board's work on our new Business Plan for 2023-25. The plan sets out a challenging ambitious agenda for our school which is most welcome.

Our P&C Association has again worked tirelessly to raise funds to support our school, particularly with the provision of decodable readers. I thank Claire Ihlein and her team for their tireless work over the 2022 school year.

I would acknowledge our engagement with the Fogarty Foundation through the EDvance program and the support this program has provided in shaping our Business Plan deepening the staff understanding of school effectiveness, high impact instruction and effective leadership. Our partnership with the Fogarty Team will continue into 2023.

I wish to acknowledge the staff of Currambine Primary School for their professionalism, passion for making a difference for the children in their care and always going that step further than required to support a student, colleagues or family. We recognise that our staff are highly valued within our school community.

I would like to acknowledge and congratulate all members of staff who were nominated for a School Board Staff Award in 2022. The successful nominees were as follows:

Excellence in Teaching and Learning

Natasha Smith

Excellence in Education Leadership

Paula Harmer-Watkins

Community Contribution Award

Jenaea Barrett

I look forward to 2023 with excitement and optimism.

Geoff Smith
Principal

LEARNING AREA REPORTS

English

The targets to be achieved for English by 2023 as articulated in our Business Plan are;

- By 2023, Year Three and Five students will perform at or above the NAPLAN like school average in Reading.
- By 2023, Year Three and Five students will perform above the like average in Writing by a margin of 10 points or more.
- By 2023, the Year Three and Five students will perform above the like school average by a margin of 10 points.
- By 2023, Year Three and Five students will perform at or above the like school performance for Punctuation and Grammar.

Reading

The table below represents the NAPLAN results for Reading from the 2022 school year and for previous years.

Year	Year Level	School Average	Western Australian Average	Australian Average
2022	3	428	430	-
2021	3	435	426	423
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
2022	5	524	505	-
2021	5	493	505	512
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
2022	7	540	541	-
2021	7	537	538	542
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

The Year Three cohort performed at the state average, which is satisfactory, though the 2022 cohort was slightly less strong than the 2021 cohort. This result was within an acceptable performance window with the like school average though a significant drop in the percentage of students in the top 20% of the distribution was noted.

The Year Five cohort result was well above both the WA average and the like school average by a margin of 19 points. A very pleasing achievement. This result was driven by a substantial performance shift with much fewer children in the bottom 20% of the distribution and a significant increase in the top 20% of the distribution.

The Year Seven cohort was a sound performance consistent with the state average and the performance of other cohorts.

All students in Pre-Primary to Year Six complete the EMTS assessment. The whole school average stanines in 2022 was 5.1 up from 5.0 in 2021 and slightly below the desired performance window. An improving performance trend is noted for the assessment with particularly strong performances by our Pre-Primary and Year Five cohorts.

Phonics screens are conducted in Pre-Primary to Year Two each year and demonstrate very positive growth for our students in this area. Our Reading Strategies assessments are conducted from Year Two to Six, these also show strong growth in Reading.

The On Entry assessments conducted early in the Pre-Primary year noted some 69% of our students performing above the decile 3 average which is very sound and consistent with the 2021 result of 73%.

Overall, a performance consistent with expectation is being achieved in Reading.

Writing

The results of the NAPLAN writing assessment are articulated in the table below;

Year	Year Level	School Average	Western Australia Average	Australian Average
2022	3	420	419	-
2021	3	430	426	425
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
2022	5	487	480	-
2021	5	473	481	480
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
2022	7	530	527	-
2021	7	539	527	522
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

The Year Three cohort performed soundly in 2022 with a result one point above the state average and three points below like schools which is not a significant variation. After a dip in performance in 2019 an improving trend has been noted.

A very strong performance is noted from the 2022 Year Five cohort with a result some seven points above the Western Australian average and some nine points above the like school average. There is a need to improve the percentage of children in the top of the distribution.

The Year Seven result of 530 points was three points above the state average and consistent with sound performances over the past three years, though again the percentage of children in the top of the distribution was flat.

The EWrite assessment is also conducted each year for children in Year Four and Six. A slight decline in performances was noted at Year Four while an improvement was noted at Year Six. This improvement was driven by a strong performance of female students and a slight improvement in Year Six boys.

Overall the performance is consistent with the expected levels of achievement for our school though the flat result at the top of the performance distribution suggests further improvement is possible.

Spelling

The NAPLAN Spelling results from 2015 are outlined in the table below;

Year	Year Level	School Average	Western Australia Average	Australian Average
2022	3	410	414	-
2021	3	423	410	421
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
2022	5	509	505	-
2021	5	503	503	505
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
2022	7	553	549	-
2021	7	556	547	549
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

The 2022 Year Three cohort result was some four points below the WA average and ten points below the like school average. The result is some what weaker than seen in the previous four years and this first result is significantly below a like school performance in six years. This result was not driven by gender variation but by a lack of students in the top 20% of the distribution.

The Year Five performance was sound with a result four points above the WA average and some nine points above the like school average which is a significant variation. There was a strong performance in the top 20% of the spelling distribution for this cohort.

The Year Seven average of 533 points was above the state average and consistent with performance in recent years.

All students in Year One through Six complete the EMTS Spelling Assessment in September each year. The 2022 stanine average of 5.1 is slightly above the state average and slightly below the desired performance level though in both cases the variation is not significant. Very pleasing results were noted at Year Six and Year Two, though improvement is required for the Year One cohort.

All students in Years One to Six complete the school's spelling inventory which allows for a growth effect size to be calculated. The whole school growth effect size was 0.99 which is very strong and comparable to the 1.03 declared in 2021. Strong growth was noted in all grades.

The overall performance in Spelling is consistent with an expected like school performance.

Punctuation and Grammar

The results in the 2022 NAPLAN Punctuation and Grammar Assessment are represented in the table below;

Year	Year Level	School Average	Western Australian Average	Australian Average
2022	3	439	424	-
2021	3	438	421	433
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
2022	5	529	496	-
2021	5	486	497	503
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
2022	7	546	532	-
2021	7	544	530	533
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

The Year Three cohort achieved an average some fifteen points above the Western Australian average and five points above the like school average which is a sound performance. It is notable that male students performed particularly strongly in this cohort and that whilst a strong result in the top 20% of the distribution was flat. The Year Five cohort performed very strongly with a result some thirty three points above the WA average and thirty two points above the like school average. This is a significant variation and the strong performance by a Year Five cohort on this NAPLAN assessment. The result sees 35% of all students in the top 20% of the distribution.

The Year Seven performance was also very strong in 2022 with a result well above the Western Australian average which has been the case for the past three years.

All students in Year One through Six complete the EMTS Punctuation and Grammar assessment in September of each year. In 2022 a stanine average of 5.1 was achieved, a significant improvement on the 2021 result, a performance slightly above the WA average, but slightly below the desired performance level. Very strong performance was achieved by the Year Two and Six cohorts.

Overall a strong performance has been achieved in this area with a trend suggesting a performance well above expectation will be achieved in the near future.

Mathematics

The target to be achieved in Mathematics by 2023 articulated in the Business Plan is;

- By 2023, students in Year Three and Five will perform at or above the NAPLAN like school average in Mathematics.

The 2022 Mathematics performance in NAPLAN is outlined in the table below;

Year	Year Level	School Average	Western Australian Average	Australian Average
2022	3	393	395	-
2021	3	424	395	403
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
2022	5	497	487	-
2021	5	475	492	495
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
2022	7	535	494	-
2021	7	560	549	551
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

The 2022 Year Three cohort achieved an average two points below the WA average and six points below the like school average. This variation is not significant. This cohort did have a significant group of students in the bottom 20% of the distribution, suggesting considerable improvement is possible.

A very sound result is noted for the 2022 Year Five cohort with an average of 497 points, which was 10 points above the state average and eleven points above the like school performance which is pleasing.

The Year Seven performance saw a significant drop in comparison to what has been achieved in recent years with a result some fourteen points below the state average, recent results in 2021, 2020 were above the state average.

The students in Pre-Primary through to Year Six complete the EMTS Mathematics assessment. In 2022 a stanine average of 5.2 was achieved for the second year in a row. This result is at expectation and above the state average. Particularly pleasing results were noted in Years Two, Four and Pre-Primary.

The school also monitors the students growth with basic facts and computations using the Westward Mental Maths assessments for each of the four operations across Year Two through Six. The results showed strong growth across all year levels which is pleasing.

Overall the performance in Mathematics is at the expected level.

Science

The Business Plan target in Science was to increase the percentage of students in a stanine 7, 8 and 9 to 32%.

In 2022 the students in Years Three to Six completed the PAT Science test with the results outlined in the table below;

Year	Year Level	Average	% in Stanine 7,8 9
2022	3	4.6	12.6%
2021	3	4.4	22.3%
2022	4	5.1	34.12%
2021	4	4.9	13.4%
2020	4	5.3	29%
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%
2022	5	4.9	34.12%
2021	5	4.3	9.7%
2022	6	6.0	53.64%
2021	6	5.0	13%
2020	6	4.6	12%
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%
2022	Whole School	5.1	
2021	Whole School	4.6	
2020	Whole School	4.9	22%
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%

The testing results at Year Three indicate a need for further improvement with both female and male students falling short of the expected standard. Male students did particularly poorly. The need to increase the percentage of children in the top 20% is an obvious target.

A sound performance was noted in Year Four with a result slightly above the state average and the Business Plan target. This result was driven by a particularly strong performance by female students.

The Year five cohort result also met the target for the Business Plan but the result was slightly below the state average but not significantly so.

The Year Six performance was very strong and well above the expected performance window driven again by a very strong performance by female students.

The overall result is sound and at the expected level of performance.

Physical and Mental Health and Wellbeing

Speed and Agility in this learning area is monitored using the SAQ tool which is a measure of 20m sprint and a timed run through an agility track. The 2022 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
2022	4	4.22	4.4	4.31	20.41	20.66	20.54
2021	4	4.63	4.36	4.71	20.26	21.24	20.58
2020	4	4.38	4.27	4.33	20.49	20.58	20.54
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
2022	5	3.96	4.03	3.94	19.4	19.54	19.47
2021	5	4.41	4.6	4.51	19.71	19.0	19.31
2020	5	4.52	4.55	4.54	19.83	20.31	20.07
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
2022	6	3.8	3.85	3.82	19.24	18.93	19.09
2021	6	4.31	4.38	4.34	19.02	19.27	19.15
2020	6	4.31	4.4	4.36	18.54	19.15	19.01
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
2016	6	4.05	4.16	4.11	17.64	18.27	17.96
2015	6	4.67	4.84	4.75	18.79	19.42	19.11

The 2022 Year Four cohort were much faster than the 2021 cohort and achieved a sprint result more consistent with the 2020, 2019 cohorts which is pleasing. Agility results were consistent with the past two years.

The Year Five cohort are considerably improved in 2022 which is also pleasing and some improvement was noted in agility. Substantial improvements in speed were also noted in Year Six and a consistent performance in agility overall. Given the challenges of the COVID pandemic, improving speed and stable agility across the three grades is indicative of a pleasing result.

Year Four to Six Bully Survey

The 2022 Bullying Survey results did see children reporting incidents of bullying more frequently, though due to the COVID Pandemic the size of the data set was much smaller than usual. The students also reported an increase in the severity of bullying with the school which was disappointing. Female students reported higher rates of bullying than male students.

Students see teacher responses to bullying positively, noting they try to stop the bullying or support the student being bullied. Moderate social bullying such as name calling and socially isolating others saw an increase, while severe social bullying remained static. Verbal bullying saw an increase but physical bullying remained at very low levels.

Some 87% of children felt safe at school and this rose to 93% when in the classrooms which was very pleasing.

Humanities and Social Sciences (HaSS)

This data for the Humanities and Social Sciences was sourced from Semester Two 2022 school reports;

Year	Year Level	A	B	C	D	E
2022	2	6%	30%	61%	2%	0%
2021	2	5%	36%	50%	8%	0%
2020	2	2%	30%	54%	0%	1%
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%
2022	4	3%	28%	53%	12%	0%
2021	4	9%	24%	53%	14%	0%
2020	4	4%	39%	54%	16%	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%
2022	6	12%	35%	41%	10%	2%
2021	6	7%	23%	48%	22%	0%
2020	6	4%	21%	46%	8%	3%
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 2022 Year Two distribution is slightly less strong than the 2021 distribution driven by a fall in B grades and in turn a rise in C grades. A reduction in D grades is notable and pleasing.

The Year Four cohort saw a slight decline in A grades and an increase in B grades. The C and D distribution remained consistent with the previous year. The Year Six cohort saw a very sound distribution with an increase in A grades, a significant increase in B grades and a decline in the percentage of D grades.

Languages - French

Year	Year Level	A	B	C	D	E
2022	1	2%	19%	72%	6%	0%
2021	1	4%	19%	65%	10%	0%
2020	1	5%	18%	71%	6%	0%
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%
2022	3	1%	34%	61%	2%	1%
2021	3	2%	26%	63%	9%	0%
2020	3	2%	35%	57%	6%	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%
2022	5	5%	30%	65%	0%	0%
2021	5	5%	26%	65%	1%	0%
2020	5	3%	32%	64%	2%	0%
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 saw a slight improvement in the performances in French with a reduction in the percentage of students receiving a D grade. This pattern was also noted at Year Three along with a substantial growth in B grades which is also pleasing. The performance of the 2022 Year Five cohort was consistent with their 2021 performance.

The Arts

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

Music

Year	Year Level	A	B	C	D	E
2022	2	0%	26%	71%	2%	0%
2021	2	1%	30%	69%	0%	0%
2020	2	0%	23%	76%	1%	0%
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%
2022	4	0%	18%	81%	1%	0%
2021	4	5%	30%	64%	1%	0%
2020	4	5%	34%	60%	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%
2022	6	2%	33%	63%	0%	0%
2021	6	4%	35%	59%	2%	0%
2020	6	5%	35%	56%	2%	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 2022 Year Two cohort performed slightly less strongly than the 2021 cohort did, though not significantly. A decline in the number of A grade students in Year One is noted.

The Year Five cohort also sees a declining trend in the number of A grades achieved, though for this cohort the distribution has been driven to the centre with a very big number of C grades awarded.

A slight decline in performance is noted at Year Six with less A and B grades, and a corresponding rise in C grades.

Visual Arts

Year	Year Level	A	B	C	D	E
2022	2	4%	22%	69%	3%	0%
2021	2	2%	29%	65%	4%	0%
2020	2	1%	24%	66%	7%	0%
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%
2022	4	3%	13%	71%	8%	0%
2021	4	2%	25%	68%	5%	0%
2020	4	2%	22%	68%	6%	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%
2022	6	4%	22%	62%	10%	0%
2021	6	2%	26%	65%	6%	0%
2020	6	4%	16%	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 performance of Year Two students was again sound with a result consistent with the 2021 cohort. The Year Five cohort saw a shift with significantly fewer B grades being awarded and a resulting increase in C grades. The results for the 2022 Year Six cohort was both positive and consistent with the 2021 results.

Student, Parent and Staff Survey Results

In 2022 the Mandatory National Opinion Survey was conducted. This survey is conducted every two years. A low return rate was noted in 2022 and this may be due to the Pandemic with only 33 responses received in comparison to the 2021 response rate of 129 surveys. The key positives parents identify for our school was the strong sense of connection and community in the school culture, the approachability and commitment of the staff and the quality of communication by the school to families, particularly during the pandemic. Parents would like to see enhanced communication about the students' academic progress more regularly, improved parking and enhanced systems that better support students at risk.

Due to our involvement in the Fogarty EDvance program all parents were asked to complete the Tell Them From Me Survey - Partner in Learning. Overall the results were very strong, particularly with communication, the sense that the school supports children positively and with behaviour management. The desire for more regular information on the children's academic progress was also seen as an area for improvement.

Students in Years Five and Six also complete the National Opinion Survey every two years. When the children were asked to identify the strength of the school they identified their teachers and the support they offered, time with friends, sport and carnivals and the kindness of students and staff.

When asked to identify areas for improvement the students asked;

- longer recess and lunch breaks,
- more sports equipment to be available during breaks,
- address issues of bullying in a timely manner,
- more incursions and excursions,
- more sport.

The school staff complete a range of surveys throughout the year including the bi-annual National Opinion Survey in 2022. The staff saw the quality of professional collaboration within the school as a strength, along with the high levels of staff support for each other and cohesion. Areas the staff felt could be strengthened included student engagement, staff consultation and feedback, communication with parents, the development of social skills and staff recognition.

The staff also completed the Tell Them From Me - focus on learning teacher survey. In this survey the staff saw the quality of leadership as a strength along with quality collaboration, a strong learning culture and data informed practices. The use of appropriate pedagogy was a strength, though the effective use of technology was seen as an area to develop.

All staff were also provided with the opportunity to complete the McKinsey & Co Occupational Health Index which seeks information on the key drivers for successful organisations. Our result placed us in the top 10% of organisation for health, a very pleasing result. This resulted in many clear strengths being identified including that the school has clear direction, strong accountability and well developed systems for co-ordination and control. Innovation, external orientation, capacity and team motivation were all areas of strength. Some improvement is required in relation to Leadership, particularly around consultation and the work environment, and around recognition.

Overall the perception of the school by stakeholders is very positive.

STUDENT PERFORMANCE AND SCHOOL IMPROVEMENT PROCESS

Every three years, the School Board develops a Business Plan that maps out the key improvement targets and the strategies the school staff will put in place to achieve them. In 2023 the following actions will be taken;

To improve on performance in English in the coming year we will;

- Audit the implementation of the whole school reading instructional approach to ensure full fidelity.
- Use data, data casual analysis and interventions to reduce the percentage of children in the bottom of the NAPLAN Reading distribution and increase the percentage in the top 20%.
- Audit the instruction lesson plan framework and adjust as appropriate and in turn around full fidelity of implementation.
- Implement the explicit engagement norms to enhance students attention and cognitive processing during lessons.
- Enhance the school's writing program with the integration of Seven Steps into the school's instruction model.
- Enhance assessment practices in writing to ensure a formative approach is in place.

To enhance our instruction approach in the coming year we will;

- Return our explicit teaching instructional model and adjust if required.
- Consistently implement student engagement norms across the school.
- Use coaching, observation and feedback to ensure high fidelity with referral to our instructional model.

To enhance our students achievements in Mathematics we will;

- Continue to trial the lighthouse approach to maths and offer coaching to other staff to support in this area.
- Continue to trial online mathematics as a teaching and tracking tool.
- Commence a 'root and branch' review of our instructional approach to mathematics.

To build the expertise and capacity of the teaching staff;

- Review data tracking systems in English with benchmarking and in class Tier Two interventions.
- Review data tracking systems in mathematics with benchmarking and in class Tier Two interventions.
- Develop and implement clear functions across the school for data collection and analysis.

- Develop data literacy and response skills to NAPLAN, PAT and EMTS assessments.
- Building a culture of group and individual coaching to support enhanced practice.
- Build staff knowledge and understanding of the cognitive Science of Learning via professional learning. Participation in the Fogarty Intensives and engaging with the Teach Well Program.
- Develop clarity around modes of consultation and decision making across the school.

To enhance student and parent engagement in the coming year we will;

- Have the PBS Committee develop Excellence lessons with a focus on attention, and the engagement norms.
- Enhance behaviour tracking systems.
- Review existing whole school mental health and wellbeing strategy and adjust to support children not only to develop self regulation skills but the skills required to flourish in life.
- Implement practices and strategies to support parents to feel informed and engaged in the school.

The School Business Plan and Operational Plans can be found on the school website:

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



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