



INDEPENDENT PUBLIC SCHOOL

ANNUAL

REPORT

2015

From the Principal

It gives me very great pleasure to present the 2015 Annual Report for Craigie Heights Primary School.

The year has been characterised by significant academic and non-academic achievements which can only occur when there is an alignment between the planning undertaken and the actions of the school staff, students and the community.

I would like to acknowledge the work of Mrs Lynne Bates who has led the school through significant and robust change that has seen great progress and achievement in the National Assessments in Literacy and Numeracy (NAPLAN). The school has always had a culture of academic excellence and this has been fine-tuned to ensure that all students needing support are individually case managed, using evidence based approaches, to build individual capacity across all the areas of Literacy and Numeracy tested.

It is also important to recognize the excellent work of Mr Andrew Kilgallon and Mrs Shannon Pearce who have flexibly met the administrative needs of the school with great skill and insight. They work with a group of leaders who are committed professionals, placing an emphasis on the professional growth of all staff, so that they can best meet the needs of the students in their care. Each staff member has demonstrated a commitment to providing high standards and expectations in the learning environment and helping students achieve their personal best.

At the end of 2015, the Business Plan cycle came to an end and the Department of Education Services conducted a thorough review of the school's self-assessment practices to determine if the school had met its commitments as outlined in the Delivery and Performance Agreement (2014). The review described a distinctive, independent school where strong links between the school and its community are evidenced by the vibrant School Board and supportive Parents & Citizens Association. I would like to thank Mr Scott Favacho and Mrs Narelle Pugh who lead each entity with integrity and enthusiasm. Parents and community members, who have put many hours into the school, are highly valued and I urge all parents and carers to also consider making a contribution. The review was also very complimentary of the excellent documentation of the independent review process and the significant progress made towards performance improvement.

The 2016 school year will require a phase of consolidation in the key programs that have been implemented so successfully to this point. The Positive Behaviour Support (PBS) processes that underpin the management of student behaviour are making a significant difference to the ability of students to learn, play and collaborate successfully. Other whole-school plans for English and Mathematics require further refinement based on analysis of the data studied over the year. Teachers have successfully engaged in personal and professional growth using peer observations, and this program provides a framework to further pursue expert status for individuals. The Mini-Lit and Multi-Lit Programs have begun to pay dividends for those students who are low progress readers, and will continue to be a key strategy in providing an evidence-based structure to scaffold improved learning.

The Pastoral Care program in the school is renowned for its very high standard and every person in the school benefits from the wonderful culture of caring that exists. Craigie Heights PS has built a reputation as a school where academic excellence sits alongside respect and empathy towards others and I look forward to continuing the progress into the phase of the new Business Plan 2016 – 18.

Ms Jen Graffin, Principal.

SCHOOL PROFILE AND OVERVIEW:

OUR VISION



The vision statement for Craigie Heights Primary School is: ***“To inspire all children to achieve their personal best through living, learning and playing in harmony.”***



Our vision is achieved through developing a culture of:

Educational Excellence
Quality teaching and learning driven by research - “what is best for children”

Leadership
Staff: Distributed leadership that focuses upon empowering others.
Students: The leader within me.

Learning in Harmony
To build strong, harmonious and respectful relationships between students, staff and community.

OUR MOTTO



“Learning in Harmony”

The motto has been used to inform the school’s vision statement. It is through both the motto and the vision statement that we set our expectations.

We believe in:

- Education as a shared responsibility. It is a respectful partnership of home, school and community. One in which all are supportive of the school's vision and beliefs.
- A resourceful community working together to ensure student success.
- Using resources wisely.



- An inclusive community in which all have the right to contribute.
- Creating a safe, supportive, stimulating environment that maximises the potential of all and ensures the well-being of all.
- The pursuit of excellence in teaching through implementing research based best practices.

- The maintenance of high standards and consistent expectations for all students and staff.
- Early intervention.
- Providing a child-centred, structured learning environment where the teacher is approachable, respectful, encouraging and organised.
- Supporting students to have strong positive values that reflect being a good citizen and being leaders within.
- A culturally relevant education that provides the knowledge and skills to meet the global challenges and opportunities of the 21st Century.



School Context:

Craigie Heights Primary School, situated on the coast 25km northwest of Perth, caters for approximately 360 children from Kindergarten to Year 6. We are located in a residential area in the City of Joondalup, an outer metropolitan school attracting students from a range of socio-economic backgrounds. Our clientele includes children from a variety of cultural backgrounds. There is very strong parent support from the P & C who fund various programs in the school including Athletics and BluEarth, as well providing vital resources for our reading, maths and science programs. Parent involvement is fostered through governance at the School Board, helping in the classroom, and on special days such as 'Mad Maths' Day, Harmony Day and Grandparents Day or at sports carnivals.

Our near new state of the art school consists of eleven classrooms, four early childhood classrooms, a contemporary, automated library resource centre, an art/science specialist room, music room and a fully enclosed sports undercover area, ensuring we are able to meet the challenges of education in the 21st century. The school is fully air-conditioned providing a pleasant learning environment throughout the year. The school also caters for outdoor play with a large oval, cricket pitch and practice nets, tennis, basketball and netball courts, two adventure playgrounds, Kindy and Pre-primary playgrounds and a newly installed nature play scape.

As an Independent Public School since 2012, the staff, both teaching and non-teaching, readily adapt to change and are committed to improving the learning outcomes for all children. The staff are committed to quality teaching and learning driven by research – what is best for children. The school is staffed with a performing arts (music) specialist, a science education teacher, a physical education specialist, and a Languages Other Than English (Japanese) teacher. The school's instrumental music program, (classical guitar), caters for students in Year 6. In Years 5 and 6, children identified as being gifted and talented, are offered Primary Extension and Challenge (PEAC) courses. The staff, teachers and education assistants collaborate to form committees that provide support for English (literacy) and Mathematics (numeracy), information and communication technologies (ICT), Sustainability and Students at Educational Risk (SAER). There is also a staff committee for the Positive Behaviour Support (PBS).

The school has a very strong focus on numeracy, literacy and science with whole school programs that offer contemporary learning opportunities for all students. The school is also committed to offering first class ICT opportunities for all our students and this includes the use of a variety of ICT devices across the school, including desktop computers, iPads, wireless laptops, interactive whiteboards (Smart Board), and Go Pro and video capture devices. ICT facilities across the school are based upon contemporary best practice.

Craigie Heights Primary School has a strong reputation in the community of pastoral care, where every child is treated as a highly valued individual. Staff are dedicated to building strong, harmonious and respectful relationships between students, staff and the community. Our school vision is to inspire all children to achieve their personal best through learning, living and playing in harmony.

2015 HIGHLIGHTS:

ANZAC SERVICE & CHOIR PERFORMANCE:



This annual commemoration was especially significant as the 100th Anniversary of the Gallipoli Campaign. Once again the Year 6 School Leaders were instrumental in organising and running an event that features in our school year and is a great opportunity to remember all those who made sacrifices for freedom.



This year the school hosted a performance featuring a shearer and his horse, dramatising the story of World War One volunteers. It really contributed to the atmosphere of the ANZAC experience.

Nanga Bush Camp (Year 6):

This adventure camp has become an experience much anticipated by the senior class and forges some really collaborative relationships. The students experienced a wide range of activities including; night bush walks, rafting, jarrah zip line and cooperative team building activities. This year, the camp was moved to first semester (May, Term 2) with the ultimate aim to make it a first term camp with the objective of students and staff getting to know each other for the year ahead.



National Young Leaders Excursion:

For the first time, our Year 6 Student Leaders attended the National Young Leaders Program in Perth City. There were a number of special guest speakers and activities throughout the day. A highlight for students was listening to and meeting children's author, Andy Griffiths. It is planned that this will become an annual activity.

Grandparents' Assembly:

One of the highlights of the school year is the school's annual Grandparents' Assembly and Morning Tea. This event is combined with Australia's Biggest morning tea (Cancer Council fundraiser). The event is well attended and allows the students to acknowledge the huge contribution that grandparents make to their lives.

Interschool Winter Sport:



Students in Years 5 & 6 participated in Interschool Sport in our five schools Sports Association. The sports featured were: Football, Soccer, Hockey & Netball, with matches played over the course of Term 2. The sports program culminates with a Lightning Carnival at the end of term. The Craigie Heights' Hockey team was successful in winning the championship flag.

P & C School Fete:



The Craigie Heights P&C embarked on an ambitious plan to hold the first school Fete at Craigie Heights. Over a year in planning, this involved a gigantic effort from the P&C, parent body and the whole school community, and was a credit to the organising committee who put in many hours of time organising stall holders, promoting and setting it up. Each class was involved in a stall on the day, with many stalls selling out. The whole day was a celebration of the Craigie Heights community, a great credit to the hard working P&C, as well as a great fundraiser for school resources.

Faction Carnival:

The annual Faction Carnival is a community highlight of the year, with many parents and families coming to the school to support their children for the day long carnival. All the students from Pre-primary to Year 6 compete in their three (3) factions: Blue, Gold and Red. Prior to the big day students have already competed in the Jumps & Throws. There are a variety of individual age races, with students competing for the Champion Boy/Girl from Year 1 – 6. The year level team games also accumulate points throughout the day. The results were: 1st – Gold, 2nd – Blue and 3rd – Red. The Year 6 Faction Captains play a significant role in assisting staff with team organisation. This is a feature of their leadership roles.



Craigie Heights Primary School Choir:



The Craigie Heights Primary School Choir, known as the 'Harmony Choir', proudly took part in the West Coast Songfest at Joondalup Arena, where hundreds of other choral singers joined together for a great day of entertainment for the large audience. Our choir performed with enthusiasm and showed themselves to be great ambassadors for our school. The Choir takes students from Years 5 & 6, with a year-long commitment from students to practice sessions with our Music specialist.

Christmas Concert:

The end of year Christmas concert was another highlight in a busy calendar of events and a great way to finish the school year. All classes performed an item and song which were very entertaining and uplifting. The concert was a wonderful celebration, with a clear focus on giving to others.

Operation Christmas Child Shoebox Appeal:

Craigie Heights PS was once again committed to making a difference in the lives of destitute children. The Operation Christmas Child Shoebox Appeal resulted in 152 boxes being received and \$1400 raised. This amazing project is voluntary but guarantees to brighten the day of less fortunate children in Cambodia. It truly reflects the strong pastoral care approach that makes the Craigie Heights PS community so unique.

DEPARTMENT OF EDUCATION SERVICES (DES) REVIEW:

The School was visited in third term by staff from the DES who conducted an independent review of the school's self-assessment processes and found;

Conclusion

Staff have engaged in a number of self-assessment reviews, analysed a range of data to identify patterns and trends in student progress and achievement to determine the effectiveness of strategies and the set milestones of the 2013–2016 Business Plan.

The morale and personal accountability of staff is high. A time frame for change has enabled staff to understand the direction the school is taking and make a commitment to act, belong and commit to school operations.

The administrative staff has identified the need to develop a strategic approach and an administrative tool reflective of the comprehensive self-review cycle, to track and monitor the implementation of strategies and milestones within the Business Plan. There is a recognised need to further embed key programs, strategies and initiatives.

The staff, with support of the School Board, is well placed to build on current levels of student engagement, progress and achievement. Discussion with staff, parents, board members and students, together with exemplary documentation provided throughout the independent review process, demonstrated Craigie Heights Primary School's significant progress towards fulfilling its commitment to the Business Plan and DPA. This is achieved by providing opportunities for success for all students and by being a distinctive school where high-quality leadership and teaching is occurring within a capable and responsive organisation.

Commendations

The following areas are commended:

- Principal and staff on the collaborative, inclusive, whole-school approach to the development of evidence-based programs to improve student achievement
- the introduction of upper primary students to computer programming through the integrated Science, Technology, Engineering and Mathematics (STEM) unit using Web 2.0 technologies
- the excellent gains made in Year 3 to 5 student progress and achievement compared to like schools, moving numeracy, reading, writing, grammar and punctuation from the lower progress/higher achievement quadrant in 2014 to the higher progress/higher achievement quadrant in 2015
- the comprehensive reporting on the progress of the Business Plan targets to the school and wider community through the informative 2013 and 2014 Annual School Reports
- the distributed leadership model which has created leadership positions, developed leadership capacity of staff and allowed shared and active engagement in the school's decision-making processes
- the implementation of the school's Philanthropy policy, including the Watch Over Craigie Heights (WOCH) charitable fund and sponsorship of a child overseas
- the commitment of student councillors to their leadership role.

Area for Improvement

The following area for improvement is identified:

a strong focus be placed on succession planning and induction processes for the Board and staff to ensure continuity for business planning and review processes and the operation of the school.

The full DES Report is available on our school website at: www.craigieheightsps.wa.edu.au/annual-report

Focus Area 1 – Success for all Students:

- *Maintain and improve standards of achievement in Literacy and Numeracy.*
- *Improve the quality of teaching through building staff capacity to deliver improvements in academic achievements for students.*
- *Enhance rigour in K/PP Education.*
- *Enhance science skills and understandings.*
- *Improve and support ICT capabilities across the school to enhance teaching and learning.*

We believe in providing a supportive, stimulating and nurturing environment that maximises the potential for all and ensures the well-being of all.

REVIEW OF OUR BUSINESS PLAN FOCUS AREAS AND IMPROVEMENT TARGETS FOR 2015

Each year both academic and non-academic targets are set as part of our whole school planning for improvement. The staff analyse both system and school-based assessment data to determine if targets have been met.

Improvement targets set in 2015 relate to student achievement in NAPLAN testing for Years 3 and 5, and the On-entry testing in Pre-primary. The actual percentage of students that achieved the targets is indicated in the table below.

The Academic performance targets for Years 3 and 5 are measured against a stable cohort's band growth as indicated by achievement in NAPLAN. Band growth is measured over a 2 year period. A stable cohort refers to those students that have been present for all stages of the testing.

READING:	GRAMMAR AND PUNCTUATION:	WRITING:
Year 3	Year 3	Year 3
Maintain the percentage of students in the top 2 bands to be above like schools.	Maintain the percentage of students in the top 2 bands to be above like schools.	Maintain the percentage of students in the top 2 bands to be above like schools.
Achieved: 22% (20% Australian students)	Achieved: 31% (20% Australian students)	Achieved: 31% (20% Australian students)
No student to be below the benchmark.	No student to be below the benchmark.	No student to be below the benchmark.
Achieved: 0 students	Achieved: 2 students	Achieved: 0 students
Years 3 – 5	Years 3 – 5	Years 3 – 5
Progress of the stable cohort to be equivalent to that of Australian schools.	Progress of the stable cohort to be equivalent to that of Australian schools.	Progress of the stable cohort to be equivalent to that of Australian schools.
Achieved: 97 NAPLAN's (80 NAPLAN's)	Achieved: 76 NAPLAN's (75 NAPLAN's)	Achieved: 73 NAPLAN's (62 NAPLAN's)

SPELLING:		NUMERACY:
Year 3		Year 3
Maintain the percentage of students in the top 2 bands to be above like schools.		Maintain the percentage of students in the top 2 bands to be above like schools.
Achieved: 24% (20% Australian students)		Achieved: 33% (20% Australian students)

No student to be below the benchmark.		No student to be below the benchmark.
Achieved: 0 students		Achieved: 0 students
Years 3 – 5		Years 3 – 5
Progress of the stable cohort to be equivalent to that of Australian schools.		Progress of the stable cohort to be equivalent to that of Australian schools.
Achieved: 83 NAPLAN's (87 NAPLAN's)		Achieved: 106 NAPLAN's (96 NAPLAN's)

Summary:

It is pleasing to report that the majority of our improvement targets within our Business Plan have been met, and in most cases exceeded, in both Literacy and Numeracy. Targets set for 2016 may require some adjustment to ensure challenging yet achievable targets are set.

EARLY CHILDHOOD IMPROVEMENT TARGETS:

Academic performance will be measured against the cohort's achievement as is indicated in On-Entry Testing.

SPEAKING & LISTENING:	WRITING:	NUMERACY:
70% of students in Pre-primary at progression point of 0.3 in Term 1 and 100% of students at Standard 1 in Term 4 Achieved : 84% of students in Term One 67% of students at Standard 1 at the end of the year.	35% of students in Pre-primary at progression point of 0.2 in Term 1 and 100% of students at Standard 1 in Term 4 Achieved: 49% of students in Term One 51% of students at Standard 1 at the end of the year.	85 % of students in Pre-primary at progression point of 0.7 in Term 1 and 100% of students at Standard 1 in Term 4. Achieved: 86% of students at 0.7 in Term One 100% of students achieved standard 1 by the end of the year.

Summary:

Our results indicate that the Term 4 (end of year) targets for Speaking & Listening and Writing were a little ambitious, (particularly for writing) and will require adjusting for 2016. These two areas will be a focus in our operational planning for 2016. It is pleasing to note that the Pre-primary numeracy results continue to be strong.

Teaching in the early years reflected explicit teaching of phonological and phonemic awareness skills to Kindergarten and pre-primary students and oral language skills to strengthen the development of foundation literacy skills. The implementation of an uninterrupted Literacy Block and Numeracy Block, and analysis of students' reading in Pre-Primary through Guided Reading and the use of PM Benchmark miscue analysis has supported improved student outcomes.

Craigie Heights PS continues to utilise the flexibilities available through a one-line budget by sourcing speech therapists and occupational therapists to assist in early intervention and development of targeted plans to improve student outcomes in the early years.

SCIENCE IMPROVEMENT TARGET:

At Craigie Heights Science continues to have a high profile. Our Semester 1 Science specialist teacher continued to develop an integrated Science, Technology, Engineering and Mathematics (STEM) unit, based around using Web 2.0 technologies to introduce upper primary students to computer programming. This occurred in the Excellence program and was well received by students.

Employing a further Science specialist in Semester 2, who has had experience working at SciTech, has resulted in great levels of engagement across the school. The Science year is divided into four

components to reflect the content of the Australian Curriculum and provide a framework for its effective delivery.

- Term 1: Biology
- Term 2: Chemical Science
- Term 3: Earth and Space Science
- Term 4: Physical Science

2015 National Assessment Program - Science Literacy (NAP-SL): The NAP-SL assessment is part of the national sample assessment program, in which representative cohorts of students are assessed in Science Literacy every three years. A random sample of Year 6 students took part in this trial. Students' knowledge and skills were assessed using an online test which included an inquiry task. The assessment program will give a snapshot of student achievement against a nationally agreed scientific literacy framework.

Future recommendations:

- With WAMSE no longer carried out through State testing we will need to test the students to monitor achievement.
- Plan for continuity in delivering the STEMS program.

CROSS CURRICULUM PRIORITY – SUSTAINABILITY:

The Craigie Heights Primary School Sustainability Learning Area was formalised in 2013 to engage in the cross-curricula priority of the Australian Curriculum. A major project for 2015 has been the establishment of the first phase of the playable landscape at the south end of the oval using many recycled materials. The students are provided with the opportunity to participate in recycling and growing produce as well as learning about sustainability with a “hands on” learning approach. This program has been supported through the employment of a gardener who is a qualified Horticulturist.

Future Recommendations:

- *Involve as many students in the gardening experience by encouraging classes to use a buddy class system with younger students being supported by older students. There is no teacher release time in 2016.*
- *Organise a regular group of parents to weed and compost the gardening spaces.*
- *Continue the travel to school and waste audits.*



ATTENDANCE IMPROVEMENT TARGETS:

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2013	76.2%	16.1%	5.4%	2.1%
2014	82.2%	13.5%	3.9%	0.3%
2015	84.0%	11.0%	3.2%	1.6%
WA Public Schools	78.0%	15.0%	5.0%	2.0%

Summary:

The schools regular attendance percentage remains greater than the state’s. Our target for improvement was to reduce the number of students at indicated risk (80-89%) attendance from 2013 to 2015 by 3%.

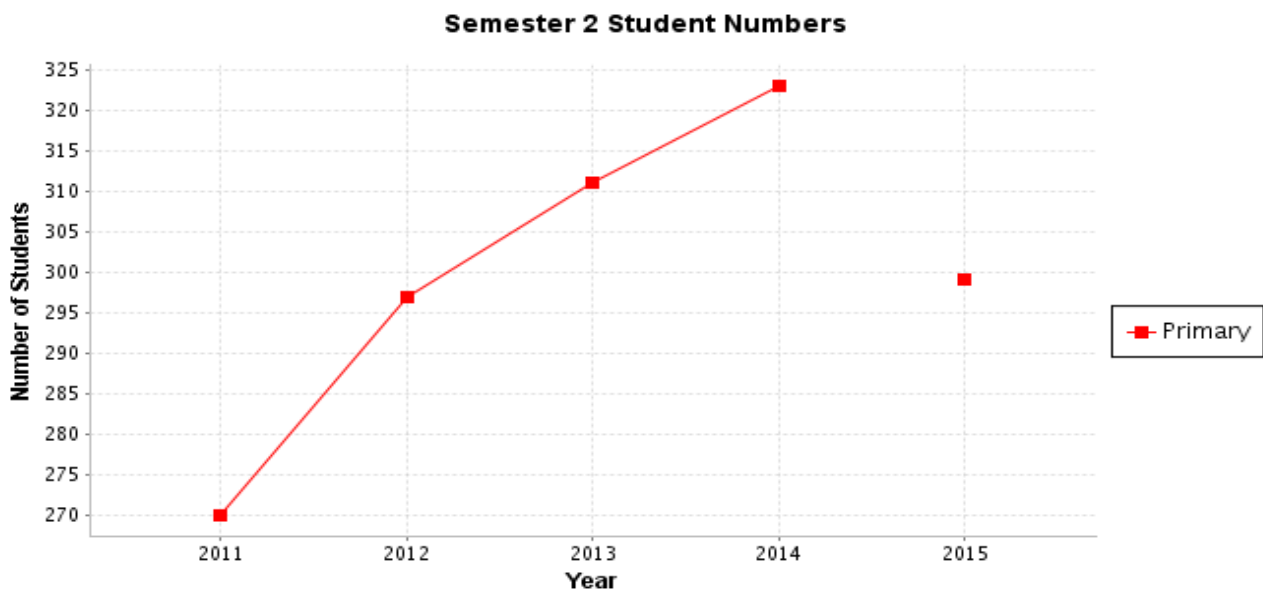
Achievement: 11 % of students were at indicated risk (80-89%) attendance at the end of 2015. We exceeded our target by reducing the percentage of students at indicated risk by 5.1%

The strategy of working to improve the At Risk student’s attendance is working and case management approaches focus family efforts to solve attendance issues.

Future recommendations:

- Continue to reward regular attenders as outlined in the ‘Good Standing’ Policy.

SCHOOL ENROLMENT PROFILE:



Semester 2	2011	2012	2013	2014	2015
Primary (Excluding Kin)	270	297	311	323	299

Note

The graph and table include only full-time students.

From 2015, Year 7 students are designated as secondary students and Lower Secondary includes Year 7 to Year 10 students.

Destination Schools

2016 school destinations of the 2015 student cohort

Year Level : Male: 20 Female: 16 Total: 36

Destination Schools	Male	Female	Total
4153 Belridge Secondary College	16	11	27
4144 Woodvale Secondary College	2		2
4191 Butler College		1	1
4140 Ocean Reef Senior High School		1	1
1326 Prendiville Catholic College	1		1
4048 Rossmoyne Senior High School		1	1

Summary:

The majority of our students attend the local Intake Feeder High School which is Belridge Secondary College. Craigie Heights PS will continue with a Transition Program for 2016 entry of Year 6 students to High School in 2017.

POSITIVE BEHAVIOUR SUPPORT PROGRAM (PBS):

Positive Behaviour Support (PBS) is a framework that supports our school to focus on defining, explicitly teaching and reinforcing expected positive behaviours.

A Positive Behaviour Support committee, which includes members from the administration team, teachers from each phase of learning, education assistants and a parent representative is driving positive, sustainable change. Through collaboration between staff and students, Craigie Heights Primary School has defined its four positively stated expected behaviours. These behaviours are:

- Be responsible.
- Be respectful.
- Be an achiever.
- Be safe.

As we move into 2016, we are working towards refining the procedures for expected behaviours and further embedding the program.

PASTORAL CARE-CHAPLAINCY PROGRAM

The school is fortunate enough to receive the funding to run the Chaplaincy program again in 2015. The chaplain has been working at CHPS for the last nine years. Her contributions to the well-being of staff, students, parents, families and the wider community is greatly valued. Some of the successes of the chaplaincy program are listed below:

- Facilitation of the Aussie Optimism Optimistic Thinking Course. This program is designed to promote mental health and wellbeing in children and prevent the negative effects of stress and anxiety.
- The *BUZ Together* program. The aims of this program are to help children develop their social skills, especially to build and maintain successful relationships, cooperation and problem solving skills.
- Chaplain's Champion awards - given to students at Assembly who display positive characteristics, are considerate towards others and show a concern for the school community.
- Chaplains Chatter in the fortnightly school newsletter, promoting courses or seminars which are relevant to the school community, or highlighting a current event or issue.
- Continuing to support staff with Pastoral Care concerns for students and families.

A big part of the Chaplaincy role in the school is all about establishing relationships. Being present allows the Chaplain to offer a listening ear to students, staff and parents. All these activities support the objectives of the Chaplaincy Program at CHPS.

We believe in providing a supportive, stimulating and nurturing environment that maximises the potential for all and ensures the well-being of all.

Mathematics has continued to strengthen its profile in 2015 with students, staff and the community very focused on its importance as a Learning Area. The Mathematics Committee collaborated with staff to develop and implement comprehensive School Operational Plans.

This year we introduced our first MAD - Maths Activity Day. The whole school participated in rotational activities to improve student's abilities in Statistics and Probability. The event culminated with a whole school birthday graph on the oval. Many parents volunteered on the day and it was deemed a success.

Staff have been supported with side by side teaching, collaborative planning, resourcing and Professional Learning. Our Numeracy coach worked in Year 2 and 4 classes, using the Gradual Release Model, to develop problem solving skills, in particular using the Bar Model Method and mental mathematics strategies. Data from NAPLAN testing was analysed and worked through with classroom teachers to develop Mathematics learning programs to cater for specific areas of need. Resources were purchased to support the learning programs in classes. Each class has received a box of mathematics consumables (cards, dice, counters etc.) that will be updated each year.

Staff have received Professional Learning to further develop their understanding of the Australian Curriculum: Mathematics. The specific areas of Professional Learning included: Problem Solving, Mathematics, Money and Financial Maths, Fractions and Decimals and iMaths.

NAPLAN results were analysed to target students who were identified as requiring support. Both the Numeracy coach, an EA and their teachers worked with these students to support improvement. The targeted students in Years 3 & 5 were case managed in small groups leading up to NAPLAN testing.

The Safe Cracker continues to be a popular segment in the assembly, with many families completing the puzzles regularly. The catch-cry '**Maths is Fun**' continues to strengthen across the school.

For the first time Craigie Heights PS entered three teams in the State Numeracy Competition. Entry into the competition was made possible through the Excellence: Be an Achiever Program. It was a wonderful learning experience for the students and something we wish to continue to do in the future. Through the Excellence Program, students regularly submit entries to the Ed Magazine's Numeracy Challenge. This year, Craigie Heights PS has had two winners published in the West Australian newspaper.



2015 NAPLAN RESULTS ~ NUMERACY:

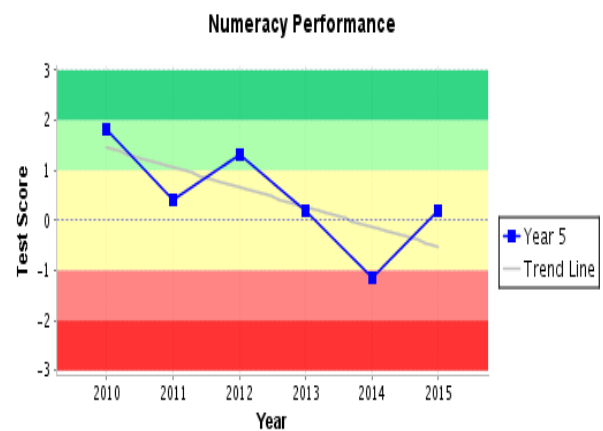
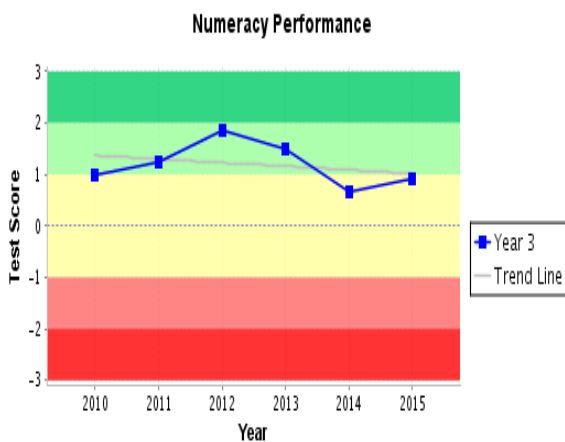
The tables below describe the students' performance in Mathematics from the 2015 NAPLAN testing. Average scores are compared with Like Schools, WA and the Australian average.

Year 3	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2015	415	395	388	398	+20
	2014	410	394	392	402	+16
	2013	410	368	388	397	+42
	2012	414	375	384	395	+39
	2011	403	370	388	399	+33

Year 5	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2015	515	485	485	492	+30
	2014	480	476	480	487	+4
	2013	475	461	478	486	+14
	2012	499	470	477	488	+29
	2011	478	457	481	489	+21

Whilst all year levels performance was above like schools, it is pleasing to note that the gap between the two has widened for both Years 3 and 5. The Year 3 cohort performed above both State and Australian averages and this is a trend we aim to maintain. The Year 5 cohort's performance was also above that of State and Australian averages, which is very pleasing.

The trend lines (below) for achievement in Mathematics, for both Years 3 and 5 were reversed in 2015, with an improved result for the first time in 3 years (since 2012). We will continue to address this through a case management approach in 2016 of those students achieving at or below national minimum standard. Increased Maths curriculum support will be provided through the Numeracy coach and trained EAs in 2015. A continued whole school focus on the Numeracy block and implementation of a Geometry focus in 2016. Mathematics will be an area of focus across year levels in 2016.



ENGLISH:

English is an integral part of all learning at Craigie Heights P.S. The delivery of programmes continues to demonstrate exemplary practice and is in-line with the latest version of the English Curriculum (2015). This year teachers have been supported to make informed decisions about their teaching and assessment, judging standards in all aspects of English. The focus areas were Reading and Writing. NAPLAN 2015 results delivered greater than expected progress in Year 3 Writing and Year 5 Reading which was consistent with extra support provided to class teachers to case-manage students. Literacy support was demonstrated by professional learning for all staff including Education Assistants and targeted small group intervention by Reading and Writing Literacy Specialists in Terms 1 and 2, in preparation for NAPLAN 2015. Classroom teachers followed whole school strategies and collaborated to plan, assess and reflect on their teaching and student learning.

In the classroom, Reading progress has been tracked for all students Pre-Primary to Year 3 and students at risk Years 4 – 6 by PM Benchmark Assessment. Multi-lit and Mini-lit provides targeted support for those students needing extra support. The Literacy Block in every teaching classroom occurs from the beginning of school to recess each day, however there have been many examples of English being integrated with all other learning areas in innovative and meaningful ways in 2015. Guided Reading will continue to be an integral strategy at Craigie Heights and up to date resources were purchased this year to support teachers in Guided Reading.

Looking ahead to 2016, the English Operational Plan has had minor adjustments to allow for a Spelling and Grammar focus, and reflective planning for Early Childhood Phonics/ Phonological Awareness teaching which includes:

- *Introduction- reflects exemplary practice, informs teaching, judging standards, v8 ACE;*
- *Support for teachers;*
- *Phonics/ Phonological Awareness Programme for early childhood;*
- *Case management for writing and reading literacy coaches;*
- *Sound Waves Spelling Programme exploring pedagogy around spelling;*
- *Supported by Multi-Lit and Mini-Lit;*
- *Reading progress is tracked using PM Benchmark Pre-Primary – Year 3 also SAER;*
- *EOP adjusted for small changes;*
- *Greater than expected progress in Year 5 Reading and Year 3 Writing;*
- *Reading school holiday challenge numerous new texts, integrated across all learning areas;*
- *Literacy Block before recess, with explicit teaching following whole school strategies.*



Literacy Intervention: Multi-Lit and Mini-Lit

Teaching in the early years reflected explicit teaching of phonological and phonemic awareness skills to Kindergarten and pre-primary students and oral language skills to strengthen the development of foundation literacy skills. The implementation of an uninterrupted Literacy Block and Numeracy Block, and analysis of students' reading in Pre-Primary through Guided Reading and the use of PM Benchmark miscue analysis has supported improved student outcomes.

Craigie Heights PS continues to utilise the flexibilities available through a one-line budget by sourcing speech therapists and occupational therapists to assist in early intervention and development of targeted plans to improve student outcomes in the early years.

Literacy Intervention Programs

Reading continues to be a focus at Craigie Heights PS as identified in our 2014 and 2015 NAPLAN results. To support student improvement, the implementation of the **Mini-Lit** and **Multi-Lit Reading Tutor Programs** have been appointed to support our identified "at risk" students in the area of reading. To support the Literacy Intervention Program, a facilitator has been appointed to coordinate the programs and work alongside teachers and educational assistants.

Mini-Lit is an evidence-based early literacy program. It is a practical, systematic, explicit and effective model for teaching reading skills. Mini-Lit targets the bottom 25% of students and is specifically aimed at struggling Pre-Primary and Year 1 readers. It is a Tier Two school-based small group program. Each lesson comprises of three main components; sounds and words activities, text reading, and story book reading.

Students in Pre-Primary and Year 1, who are below expected level in the On-Entry Literacy Assessment and PM benchmark reading assessments, will be targeted to receive the small group intervention program.

The **Multi-Lit Reading Tutor Program** (RTP) caters for students who have not acquired the basic skills needed to become functional readers. RTP reflects a contemporary approach to best practice literacy instruction as identified by international reading scientists and as reflected by the reports of the US National Reading Panel (2000), the (Australian) National Inquiry into Teaching of Literacy (2005), and the (UK) Rose Report (2006).

The program involves intensive, systematic and explicit instruction in three main areas; phonics, sight words recognition, and supported book reading.

Students in Years 2 to 4, who are below expected level in PM benchmark reading assessments and NAPLAN reading, will be targeted to receive the one-on-one RTP instructional support.

Both the Mini-Lit and Multi-Lit programs will continue to be implemented in 2016 to further support those students requiring a case management approach. Looking forward, the facilitator will engage in further professional learning in order to implement the Pre-Lit program to support students requiring early literacy intervention at the end of Kindergarten.

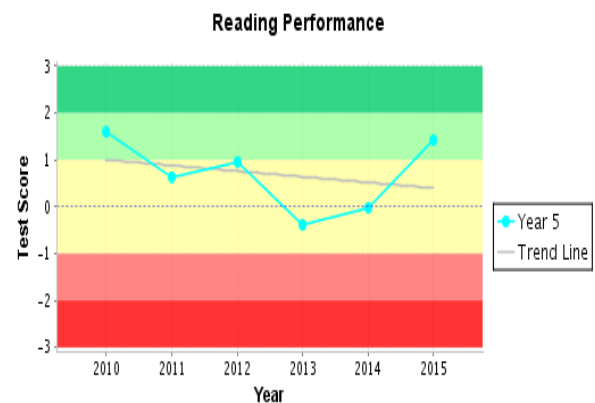
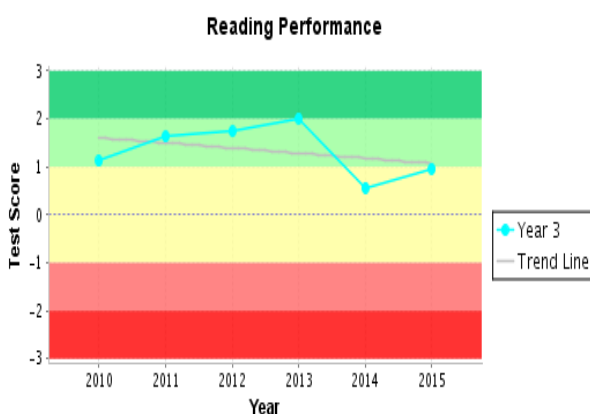
2015 NAPLAN RESULTS ~ LITERACY:

The tables below describe the students' performance in all areas of tested in Literacy from the 2015 NAPLAN testing. Average scores are compared with Like Schools, WA and the Australian average.

READING:

Year 3	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2015	443	419	413	426	+24
	2014	421	406	407	419	+15
	2013	444	387	406	419	+57
	2012	439	398	407	419	+41
	2011	423	384	402	420	+39

Year 5	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2015	536	492	489	498	+44
	2014	508	489	492	501	+19
	2013	490	483	496	450	+7
	2012	497	475	482	493	+24
	2011	469	461	481	491	+8



The Reading results have shown a pleasing improvement with all cohorts tested performing above Like Schools, State and National averages. Both the Year 3 & 5 cohort results show the gap between like schools has widened in our favour.

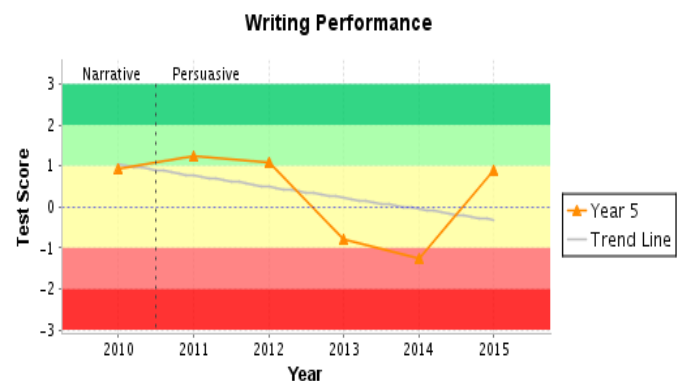
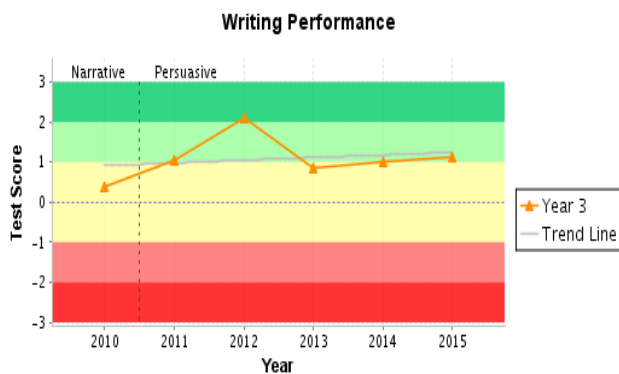
The trend lines (above) for achievement in Reading, for both Years 3 and 5 has been reversed, with an improved result for the Year 3 cohort for the first time since 2013. The Literacy Block will continue as whole school strategy, along with the integration of English with all other learning areas in innovative and meaningful ways in 2016. Guided Reading continues to be an integral strategy at Craige Heights and up to date resources were purchased in 2015 to support teachers in Guided Reading.

Looking ahead to 2016, the English Operational Plan has had minor adjustments to allow for a Spelling and Grammar focus, and reflective planning for Early Childhood Phonics/ Phonological Awareness teaching.

WRITING:

Year 3	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2015	443	421	408	416	+24
	2014	423	408	397	402	+15
	2013	415	385	405	416	+30
	2012	450	406	407	415	+44
2011	415	394	404	420	+21	

Year 5	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2015	497	477	471	478	+20
	2014	466	464	465	468	+2
	2013	445	456	470	478	-11
	2012	480	465	470	477	+15
2011	484	460	473	490	+24	



The Year 3 and 5 cohorts continued to perform strongly against Like Schools, State and National averages. 31% of our Year 3 students are in the top 20% of the Western Australian distribution with no student at or below minimum standard. This is another excellent result. Our Year 5 cohort performance was consistently better than Like School, State and National averages, with 24% of our Year 5 students in the top 20% of the Western Australian distribution.

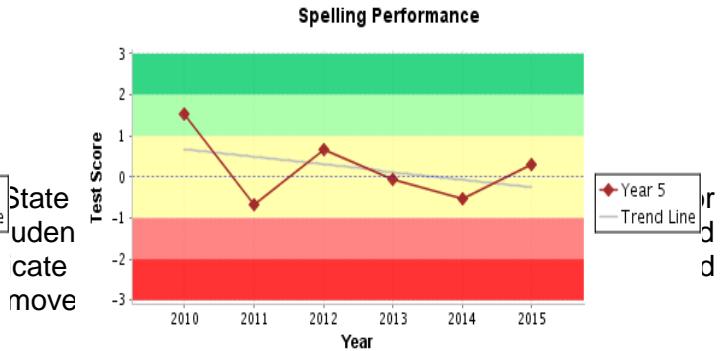
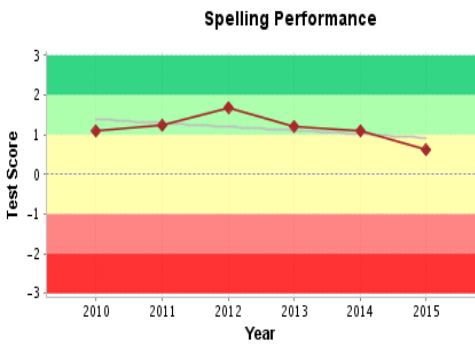
The trend lines (above) for achievement in Writing, for the Year 5 cohort was reversed in 2015, with an improved result for the first time in 2 years (since 2012). Individual students will continue to be case managed in Writing, which will also continue to be a whole school priority for 2016.

SPELLING:

Year 3	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2015	422	410	400	409	+12
	2014	432	402	403	412	+30
	2013	417	379	400	411	+38
	2012	432	394	401	414	+38
2011	410	383	397	409	+27	

Year 5	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2015	509	499	493	498	+10
2014	506	489	492	498	+17	

	2013	482	473	487	494	+9
	2012	499	477	486	494	+22
	2011	465	462	476	486	+3

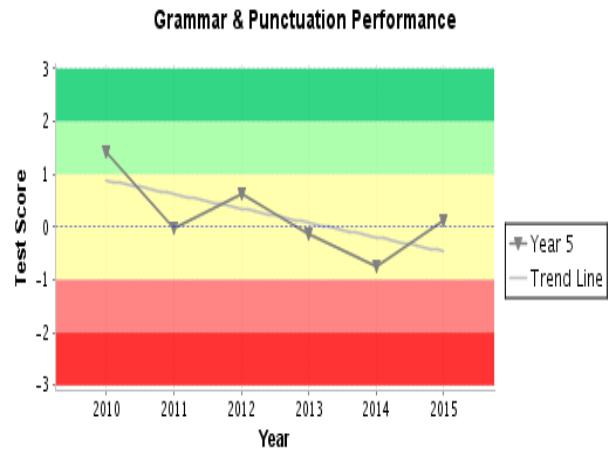
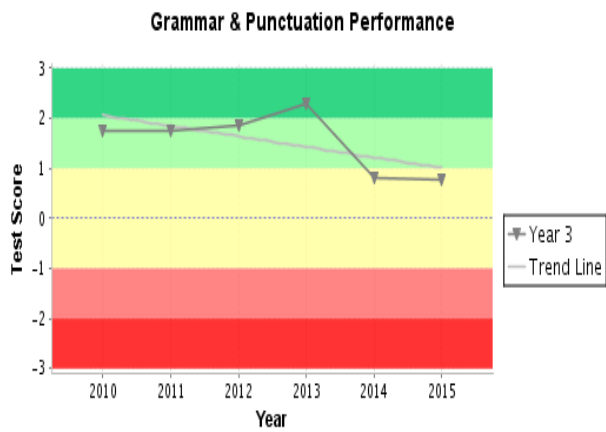


The trend lines (above) for Spelling, show a positive result for the Year 5 cohort, which has reversed. The Year 3 cohort trend line continues to decline, which is a concern. Teachers will use the 2016 English Operational Plan to develop strategies around: Phonics/Phonological Awareness Programme for early childhood, Sound Waves Spelling Programme exploring pedagogy around spelling, and the continuation of the Literacy Block before recess, with explicit teaching of Spelling following whole school strategies.

GRAMMAR & PUNCTUATION:

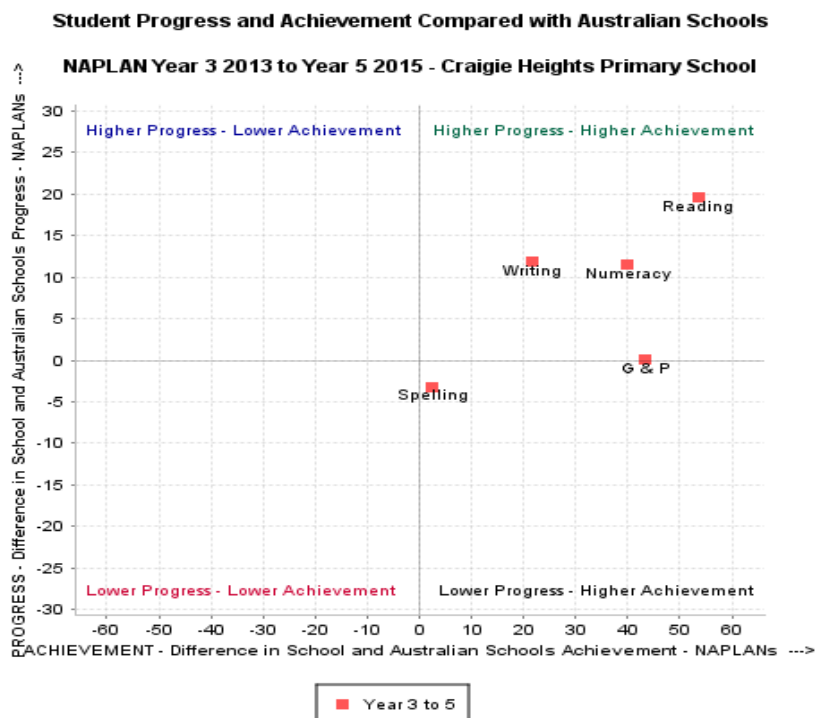
Year 3	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2015	455	434	424	433	+21
	2014	438	413	413	426	+25
	2013	467	390	415	428	+77
	2012	453	400	408	424	+53
	2011	442	387	407	426	+55

Year 5	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2015	529	504	496	504	+25
	2014	507	490	495	504	+17
	2013	495	477	495	501	+18
	2012	505	471	479	491	+34
	2011	489	473	492	504	+16



In Grammar & Punctuation, both the Year 3 & 5 cohorts achieved above Like Schools, as well as above the State and National averages. The Year 3 cohort achieved its lowest result in three years, however it is pleasing to note that some 61% of students achieved in the top two bands. 57% of the Year 5 cohort achieved in the top two bands. The overall performance in Grammar & Punctuation is pleasing. These results can be attributed to the continued use of the Grammar Scope and Sequence aligned to the Australian Curriculum.

The trend lines (above) for achievement in Grammar & Punctuation, have been arrested, and for the Year 5 cohort, reversed. Looking ahead to 2016, the English Operational Plan has had minor adjustments to allow for a Grammar & Punctuation focus in Writing skills.



In 2015, student achievement in NAPLAN has remained high across all five areas, with the most significant improvement being the better than expected Higher Progress in Reading, Writing and Numeracy. This can be attributed to many factors across the school, including:

- the uptake of the Explicit Teaching model;
- the development of K – 2 and 3 – 6 English (Literacy) and Mathematics (Numeracy) Plans;
- Business Plan improvement targets for attendance, Early Childhood On-Entry Progression and case management processes for students in NAPLAN cohorts;
- A priority focus on Writing (teaching of genres and the gradual release model);
- A priority focus on Number with the implementation of the Bar Model for problem-solving;
- Continued implementation of uninterrupted literacy and numeracy blocks;
- Guided Reading in all classes, Pre-primary to Year 6;

Analysis of the 2015 NAPLAN results (data) highlights two areas – Spelling and Grammar & Punctuation – that will need more fine-grained analysis to identify areas for whole school targeted improvement and individual case management to improve progress and achievement. The school operational plan for English (2016) outlines the strategies to be implemented across the school (K – 6). A new Business Plan (2016 – 2018) will be developed in Term One, 2016, with revised student achievement targets, based on our 2015 data analysis. This will be a collaborative process between staff, the School Board and the community.

MUSIC:

All students from Years 1 to Year 6 engaged in one hour of music per week. During this hour they experienced learning new songs for performance, creating music using instruments and voices, learning about musical elements including dynamics, rhythm and pitch, and in-class talent shows (once per term), together with other aspects of listening and responding to music.

An inclusive school choir continues to attract over 40 students from Years 4 – 6 rehearsing at least once per week. During 2015 the Harmony School choir joined over 300 other students and performed a selection of songs at the Westcoast Songfest. The choir also performed at various school assemblies including the Grandparent Assembly, ANZAC Service, “Thank You” morning tea and the end of year whole school Christmas Concert.

The School of Instrumental Music also continued with the classical guitar program for selected Year 6 students, who also performed at various assemblies during the year.

The music program for 2015 culminated with a whole school Christmas concert, on the last day of the school year, where parents and families were invited to join our “Christmas Around the World” assembly with all classes from Pre-primary through to Year 6 performing a Christmas song.

**PHYSICAL EDUCATION & SPORT:**

The Physical Education (PE) and Sport program at Craigie Heights PS is one of student enjoyment, combined with individual and team success.

In 2015, the Physical Education program was provided by two specialist teachers. All students, from Pre-primary to Year 6 continued to develop their physical skills through specific skill sessions and this is resulting in increased physical fitness, raised awareness of the importance of physical activity and also increased success at interschool events, including second place at the Interschool Athletics Carnival in Term 4, 2015. Our Pre-primary students continue to be part of the Physical Education Specialist program in 2015.

Physical activities are promoted by the school for all students through class fitness sessions, physical education lessons and Friday afternoon sports. The Phys. Ed. curriculum is further enhanced by a range of workshops and lessons, provided by external organisations, across a wide variety of sports such as cricket, AFL, soccer and hockey.

The school continues its involvement with the Primary Hockey Champion Schools competition. One of our talented EA's, Mrs Spiteri, runs training for this program at lunch times and recess. A team is then selected and attends The Perth Hockey Stadium at Curtin University.

Term three provides one of the sporting highlights of the year with our very popular and fiercely competitive Faction Carnival. This year the school presented a different format for the day by running rotations. This ensured maximum activity by all. It was a hugely successful day.



LANGUAGES OTHER THAN ENGLISH (LOTE) – JAPANESE:

In 2015 the LOTE (Japanese) program was provided for students from Years 2 to 6. Students were provided with many opportunities to listen, speak and write in Japanese. Japanese is taught in specialist classroom where the teacher is able to immerse the students in Japanese culture, art and language. Every second year a class undertakes to conduct a Japanese themed school Assembly.



Focus Area 2 – Distinctive Schools:

Relationships- Positive Partnerships

- *Develop and embed a branding and marketing strategy for Craigie Heights PS*
- *Enhance partnerships with parents and the wider community in order to set directions.*

In 2015 we continued to embed our school's vision and motto. Our updated student uniforms were made available by early term one and were positively received by the school community. The school's website was fully functional and operational in the early 2015. It now includes audio visual input.

We continued with the internal branding strategy, which included the development of corporate folders for Enrolment information, stationery and thank-you cards. Signage was purchased for the front entry and pop up banners for use during school assemblies and at special events (eg. Graduation).

The school has a strong commitment to "Parents as Partners". We actively encourage parent involvement in the school. Many of the parents avail themselves of the opportunity to support the school through reading groups, excursion supervision, carnivals, art & craft, cooking and more. Their presence and support is invaluable.

In 2015 the *Parents in Partnerships 0-8 program* continued at Craigie Heights Primary School. The 0-8 program engages parents in information sessions on topics relevant to their child's physical, social and emotional development and provides links to outside agencies for further support. These information sessions aim to help parents engage with the school community before their child enters kindergarten and maintain that engagement as their children move through early childhood. The workshops provided were well attended and a survey was completed at the end of the year to determine areas of ongoing interest for 2016.

The "Find Three for Me " program commenced with parents invited to dedicate three hours of their time to the school. Many opportunities were made available, from helping with cutting and gluing to being a guest speaker in their child's class. We also continued with the Classroom Parent Representative program in order to further enhance communication across the school.

The strong pastoral care approach across the school continued with initiatives such as the WOCH (Watch over Craigie Heights) program. This program supports students and families that may require assistance. The school is committed to actively making our community aware of social justice issues. This philanthropic approach has been strengthened with the continuation of the Operation Christmas Child Shoebox Appeal, Autism and Cerebral Palsy Awareness fundraisers being held and the continued sponsorship through Baptist World Aid –Sponsor a Child program. The school sponsors Popy from Bangladesh.

The School Board developed a sub-committee for sustainability, with one of the highlights of the year being the Busy Bee held in Term 2. Many parents, students and staff attended on this day to revamp our school gardens. Further work is planned after the committee received a grant to develop a nature play scape. Initial work began with another parent Busy Bee, as stage one of the project involves large, crawl through pipes and wooden stepping blocks in a wooded, shaded area of the school oval. Further work is planned for 2016 to further enhance the opportunities for students to engage with nature in their play.



Focus Area 3 – High Quality Teaching and Leadership:

- *Extend curriculum leadership across the school*
- *Enhance student leadership opportunities across the school.*

For the first time in many years, we commenced 2015 with a stable administration and teaching staff, with no new staff appointed. This enabled a smooth start to the year with all staff fully inducted in school process and curriculum planning. The shared leadership model between the Principal and two Deputy Principals continued to enable us to successfully address key components of the Business Plan (2013 – 2015). This included the continuation of the Peer Observations and the Visible Learning programs.

Craigie Heights Primary School is committed to supporting high quality teaching and leadership through a peer observation and feedback program to align with the Department of Education's system directive outlined in the Focus 2015 document, which states that to provide high quality teaching and leadership schools need to "use a whole school approach to peer observation to provide robust, professional feedback to teachers". This program also aligns to the Craigie Heights Primary School Business Plan 2013 – 2015, which states that the school will "explore Hattie 'Visible Teaching' research to develop best practice". This research shows that teacher appraisal and feedback significantly improves teachers' understanding of their teaching methods, teaching practices and student learning. At Craigie Heights PS we are committed to improving the quality of teaching through building staff capacity to deliver improvements in academic achievements for students. The peer observation and coaching program develops teachers' capacity to provide objective and non-judgemental feedback to their peers through the use of video and observational tools that focus on observable teaching and learning behaviours. Through coaching conversations, which are based on observable data, teachers set improvement goals to adjust their teaching according to the evidence from data and feedback. The program continues to support teachers in meeting Standard 6 – *Engage in Professional Learning* in particular focus area 6.3 *Engage with colleagues and improve practice* from the Australian Professional Standards for Teachers.

Craigie Heights Primary School began its Visible Learning journey in 2014, when Administration staff attended professional learning 'Visible Learning – Evidence into Action' and collected baseline data. The data was analysed, presented to staff and from this baseline evidence, statements were developed. Focus areas for 2015 included:

- Shared definition of an effective learner at our school;
- Developing a shared language of learning across the school;
- Learning intentions and success criteria (**We Are Learning To** – WALT and **What am I Looking For** – WILF);
- Instructional feedback (written and oral);
- Building relational trust

The school continues to operate under Phase of Learning teams and Clusters. Early close each Wednesday provides opportunities for staff to work collaboratively in planning and assessment.

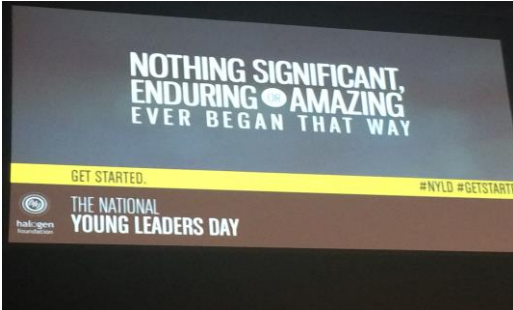
Teachers were provided with professional learning in Phase One of the Australian Curriculum through Staff Meetings and through after school workshops such as:

- The Craigie WACI (WA Australian Curriculum Implementation) Club;

The after school programs were extended to the Joondalup Network of teachers.

A highly effective professional learning community exists at Craigie Heights PS with staff engaging regularly in professional disciplined dialogue. The Australian Professional Standards for Teachers were introduced to guide Performance Management processes. This included staff using the on-line self-assessment tool. Classroom Observation Protocols were developed by the staff involved in Peer Coaching and these protocols have been adopted by all staff in 2015.

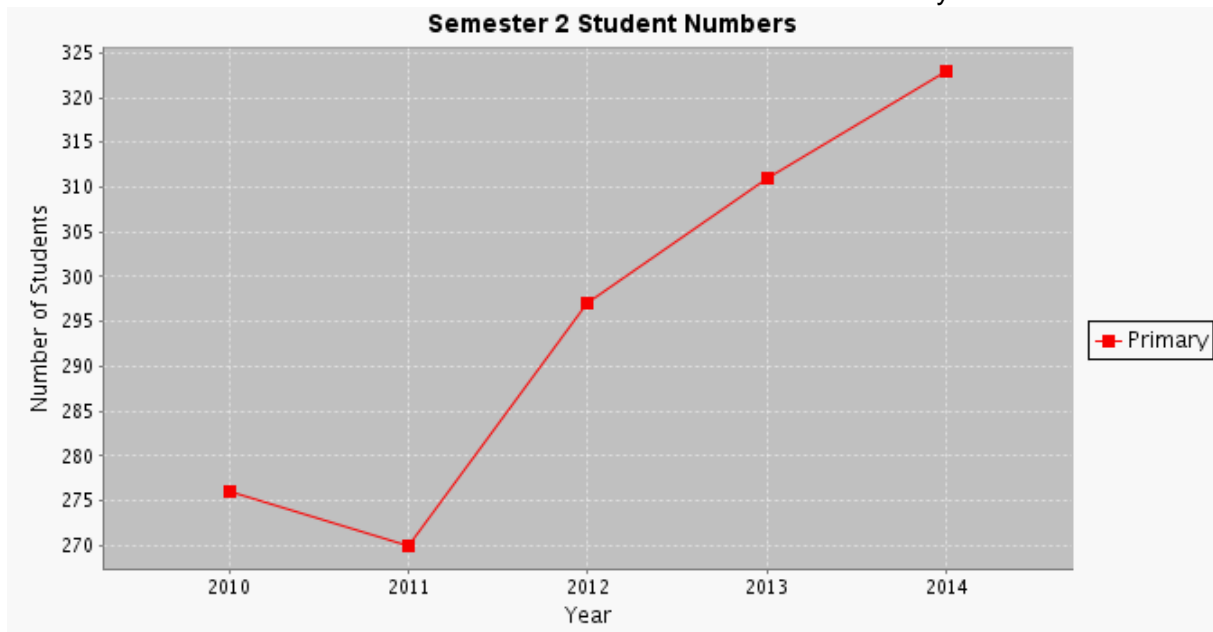
Student Leadership was further enhanced during 2015 with Year 6 students taking on the Student Leader roles in the school. Eight Student Councillors were elected with many roles and responsibilities to be taken on. More opportunities were created to enhance student leadership across the school. This included the Peer Mediation Program. Highlights for the Student Councillors included their attendance at a School Board meeting where they shared their roles and responsibilities with the board and a day at the National Student Leaders Day in Perth.



Focus Area 4 – A capable and Responsive Organisation:

- *We believe in using resources wisely and in a resourceful community working together to ensure student success.*

The School Board and School Administration managed the many significant changes to our funding model for 2015. With the exit of both the Year 6 and 7 cohorts of students at the end of 2014, we were to lose 76 students. Fortunately we continued to experience growth in the early years and this led to an overall decrease in student numbers of 34. Effectively we lost one class.



Numbers of enrolled students continue to steadily increase and with the development of the nearby Vive estate we are expecting to experience increased enrolments over the coming years.

Facilities and Grounds:

Craigie Heights Primary School has an established Before and After School Care program with Camp Australia being the provider with opportunities for families to access care for their children on the school site. This program also supports our school's finances with an annual fee.

In 2015 a Nature Play sub-committee worked to see the installation of the Nature Play space on the school oval. Our hard working P&C committee supported this initiative with another donation of \$5,000.00 towards the final cost. The sub-committee also applied for and received a \$5,000.00 grant from a not-for-profit organisation.

ICT will continue to be an area of improvement as the school prepares for the online NAPLAN assessments in 2018. Planning has begun for appropriate purchasing of iPads and leasing of laptops (wireless devices) that will ensure all students have access to online resources.

School Board:

The school board continued to support the strategic direction of the school as outlined in the Business Plan (2012 – 2015). With the Department of Education Services (DES) Review occurring in third term, members of the school board participated fully in the independent review through the school's self-assessment process and spent time on the 2 day review with the reviewers providing input into the process. Mr Scott Favacho, as School Board Chairperson had a number of meetings with the reviewers. The current Craigie Heights School Board includes five parent representatives, four staff representatives and two community representatives. Our community representatives are Mrs Rosemary Cahill, Director of Early Childhood and Mr Scott Favacho: Environmental Consultant. There was one staff retirement from the school board during 2015. As 2015 is the 3rd year of operation, all positions on the school board will be vacant and a new process conducted to nominate (and elect if necessary) both staff and parent representatives. This was conducted in Terms 3 & 4 and the new members are ready to begin in 2016.

The strong leadership provided through the outgoing school board chair person Mr Scott Favacho and the contributions of all outgoing board members is acknowledged and greatly appreciated.

P&C:

The Parents and Citizens (P&C) association has continued to work tirelessly over the year in order to raise funds for improved playgrounds and resources. Their efforts have resulted in ongoing funding support for the BluEarth and Mathletics programs. The inaugural school Fete was a highlight of the year with considerable time, effort and persistence going into ensuring it a fund raising success. With over \$10,000 raised at the fete, the volunteer parents lead by the P&C fund raising committee should be very proud of themselves. On behalf of the school community I thank the P&C Executive team, led by the P&C president Narelle Pugh, for their ongoing support and contribution to our school and students.



Student, Parent & Staff Surveys:

In 2014 students, parents and staff were invited to provide feedback on the school through the mandated National School Opinion Survey. Results from this survey were compiled with a number of strengths and weaknesses identified. As a result, a number of areas were identified for future focus. The next National School Opinion Survey will occur in 2016.

Parent Survey

Areas of focus – 2015:

- *The implementation of the Positive Behaviour Support (PBS) Program will support the improvement in student behaviour;*
- *The Complaints Management Policy has been updated and is available through the web site;*
- *Staff and Community agreements have been workshopped and developed;*

Staff Survey

Areas of focus – 2015:

- *Professional Learning will be targeted at developing Staff Agreements and providing Coaching during 2015.*

Student Survey

Areas of focus – 2015:

- *Behaviour Management has been addressed through the adoption of the PBS strategy. Students are supported in doing their best by adopting four key behaviours.*

NOTABLE ACHIEVEMENTS – 2015:**SCHOOL BOARD:**

The Craigie Heights School Board supported the community in a consultative manner during the year. Key achievements included:

- Development of the directions for the new School Business Plan
- Conducted SWOT analysis of the Business Plan and Focus 2015
- Reviewed the Craigie Heights School Board Terms of Reference
- Approved the draft document Staff and Community Agreement
- Endorsed the budget, Annual Report and had input into DES Review documents

Future Recommendations:

Ensure meetings meet maximum time recommendations.

OUT OF HOURS SCHOOL CARE (OHSC) FACILITY:

This facility, supplied by Camp Australia, has seen a number of different Coordinators but has demonstrated community support by the gradual growth in numbers of students attending. It is a mutually beneficial partnership.

AUSTRALIAN CURRICULUM (AC) IMPLEMENTATION:

Craigie Heights PS continued after school Professional Learning workshops based on the Woodlands Hub WACI (Woodlands Australian Curriculum Implementation) Club model. Two staff members run this Professional Learning twice per term for staff in both the Joondalup and Ocean Reef Network. Such Professional learning has had a significant



impact upon the implementation of the AC in English within our school and across the larger network.

Future Recommendations:

- *Continue to provide professional learning in Phase One and Two of the AC.*
- *Continue to run the AC English workshops from Craigie Heights PS in 2016.*
- *Continue to develop and revise Whole School Plans and Operational Plans for Phase One and Two of the Australian Curriculum.*
- *Continue in-class teacher support for both Maths and English provided by “experts” in the area.*

EARLY INTERVENTION:

The highly focused early Intervention program continued during 2015. This included the following:

- Use of a Speech Therapist to identify and provide intervention where necessary.
- Use of rotational language skills activities to target specific speech needs of students after screening from a Speech Therapist.
- Use of the On-Entry Assessment tool to evaluate literacy and numeracy understandings and inform Operational Planning.
- Individual modification of curriculum to meet student needs.
- Increased expectations through the implementation of the Australian Curriculum Phase One.

LEARNING TECHNOLOGIES:

These technologies continue to be important to the learning of our students. There is an expectation that the school will be ready for online NAPLAN testing by 2018 and we received a grant of \$13,956.00 at the end of the school year to purchase devices to help in this quest. Some resources were directed towards the teaching of Coding, which forms a small part of the general Technologies (Digital and Design & Technologies) competencies students need to develop. Currently, there is only one staff member with the capability of teaching coding and this needs to be addressed as part of a broad, sustainable plan.

Future Recommendations:

- *Continue to support staff to integrate ICT into work flow production and collaboration.*
- *Support teachers and parents in delivering educational knowledge on cyber-safety.*
- *Provide further professional development to staff on a needs basis.*
- *Plan for sustainable programs, and devices, that are both flexible and supportable.*

SUSTAINABILITY PROGRAM:

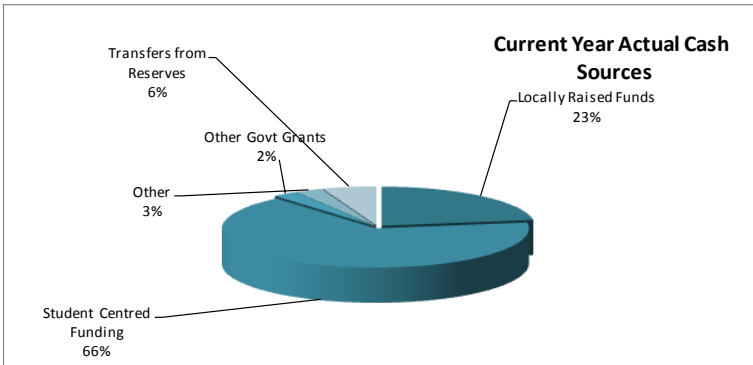
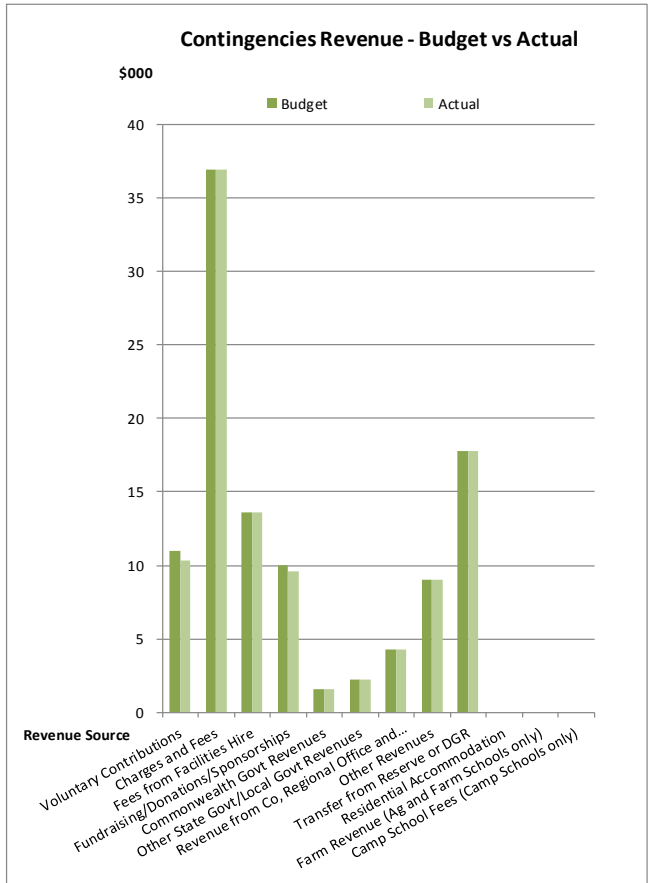
The key project for the Sustainability Committee in 2015 has been the development of a playable landscape on the south end of the oval. Many recycled materials have been incorporated and has resulted in much more interactive play in that area. Extra funding was received through a one off grant and P&C funding and support.

Future Recommendations:

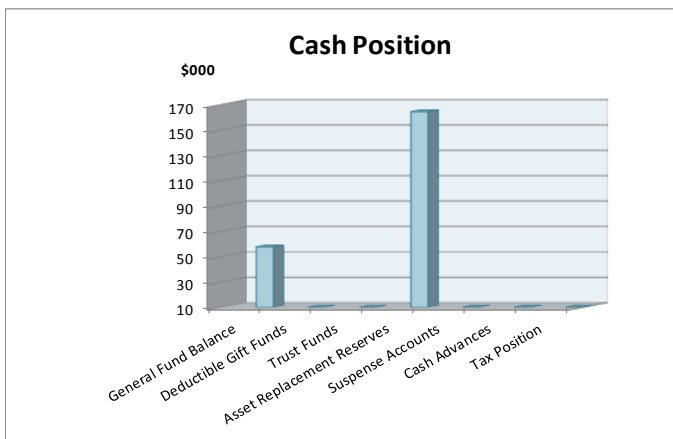
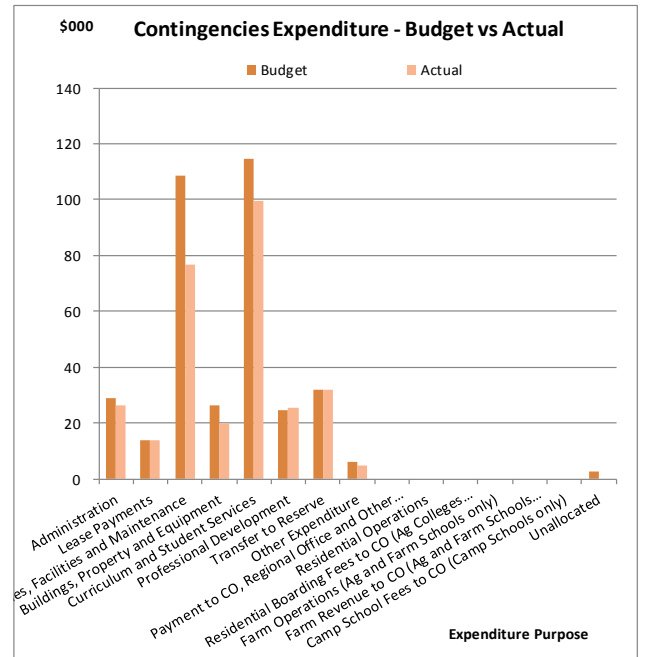
- *Involve all students in the gardening experience by using a buddy class system with younger students being supported by older students.*
- *Organise a Busy Bee to redefine the gardening spaces. This a community project with the Big Help Mob supplying local volunteers, with students, staff and parents working side by side to dig, weed and move soil and raised garden beds.*
- *Student representatives from Years 4 to 6 to be selected and form a student leadership group to coordinate recycling initiatives and to complete an energy audit to monitor the energy use in the school. They will also assist in an energy, travel to school and waste audit to establish baseline data of the school’s carbon footprint.*

Craigie Heights Primary School
Financial Summary as at
31 December 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 10,954.00	\$ 10,303.00
2	Charges and Fees	\$ 36,962.00	\$ 36,962.23
3	Fees from Facilities Hire	\$ 13,636.00	\$ 13,636.36
4	Fundraising/Donations/Sponsorships	\$ 9,996.00	\$ 9,620.91
5	Commonwealth Govt Revenues	\$ 1,601.00	\$ 1,600.56
6	Other State Govt/Local Govt Revenues	\$ 2,259.00	\$ 2,259.09
7	Revenue from Co, Regional Office and Other Schools	\$ 4,268.00	\$ 4,267.90
8	Other Revenues	\$ 9,017.00	\$ 9,000.40
9	Transfer from Reserve or DGR	\$ 17,798.00	\$ 17,798.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 106,491.00	\$ 105,448.45
	Opening Balance	\$ 44,516.00	\$ 44,516.17
	Student Centred Funding	\$ 206,340.00	\$ 206,340.00
	Total Cash Funds Available	\$ 357,347.00	\$ 356,304.62
	Total Salary Allocation	\$ 2,788,051.00	\$ 2,788,051.00
	Total Funds Available	\$ 3,145,398.00	\$ 3,144,355.62



	Expenditure	Budget	Actual
1	Administration	\$ 29,068.00	\$ 26,244.69
2	Lease Payments	\$ 13,725.00	\$ 13,724.92
3	Utilities, Facilities and Maintenance	\$ 108,500.00	\$ 76,865.65
4	Buildings, Property and Equipment	\$ 26,414.00	\$ 19,880.15
5	Curriculum and Student Services	\$ 114,383.00	\$ 99,671.82
6	Professional Development	\$ 24,650.00	\$ 25,606.69
7	Transfer to Reserve	\$ 32,000.00	\$ 32,000.00
8	Other Expenditure	\$ 6,002.00	\$ 4,599.91
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15	Unallocated	\$ 2,605.00	\$ -
	Total Goods and Services Expenditure	\$ 357,347.00	\$ 298,593.83
	Total Forecast Salary Expenditure	\$ 2,722,858.00	\$ 2,722,858.00
	Total Expenditure	\$ 3,080,205.00	\$ 3,021,451.83



Cash Position as at:		
Bank Balance	\$	223,555.22
Made up of:	\$	-
1 General Fund Balance	\$	57,710.79
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	164,317.38
5 Suspense Accounts	\$	4,025.05
6 Cash Advances	\$	-
7 Tax Position	-\$	2,498.00
Total Bank Balance	\$	223,555.22

