

Annual Report 2018



From the Principal



I have pleasure in presenting our community with the Annual Report for the 2018 school year. It has been a year of great opportunities and personal and academic growth for every child in our care.

Students have had the chance to develop their tennis skills with a subsidised program provided before and after school. We also have a wonderful partnership with Camp Australia and the educators they have working with the children, before and after school and during holidays, are a vital part of the supports the school offers families.

This year we have begun an exciting new collaboration with Edith Cowan University to give students an idea of the pathway to tertiary study and acknowledge and enrich their learning overall. Students are given credit for a wide range of social, physical and academic education outside school hours and work towards building enough hours to celebrate the learning with a wonderful Graduation ceremony, in full academic regalia, at the university campus in Joondalup. Our thirteen graduates of the Children's University certainly enjoyed the special supper as well and we give thanks to Mrs Massey who coordinated the program at school.

This year sees us reviewing our progress and achievements against our Business Plan and working with the School Board, as it represents the community, to develop the strategic focus for the next three years.

I would like to sincerely thank the wonderful staff of Craigie Heights and, in particular, Mr Andrew Kilgallon and Miss Robyn Maxwell who have chosen to retire at the end of 2018. Both have been associated with the school for many, many years and their contribution has been outstanding.

We are so grateful for the many parents and community members who have contributed to Craigie Heights PS over the year. It is a joy to work with such supportive people for the benefit of our students.

Ms Jen Graffin - Principal

Learning, Living and playing in Harmony.



Craigie Heights PS Context



Craigie Heights Primary School is an Independent Public School catering for around 385 students and has an Index of Community Socio-Educational Advantage of 1020 which is just over the Australian mean of 1000.

The school continues to grow steadily by about twenty students per year. There are twenty-one students with an identified disability and five of these are funded for some support from an Education Assistant. Fifteen students recognise themselves as of Aboriginal or Torres Strait Islander descent and three students have English as an additional language. There is transience rate of 11 %.

Students predominantly enrol at Belridge Senior College after Year 6 and do very well there.

Community involvement and support for the school continues to grow and is a real strength.



“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.

Learning, Living and playing in Harmony.

Craigie Heights PS Vision



Developed by the whole school community, the vision and beliefs for Craigie Heights Primary School are reflected in every aspect of the management and operation of the school.

‘To inspire all children to achieve their personal best through learning, living and playing in harmony.’

Our vision is achieved through developing a culture of:

Educational Excellence

Quality teaching and learning driven by research—based on what is best for children.

Leadership

Staff: Distributed leadership that focuses upon empowering others.

Students: Presented with a great range of leadership opportunities.

Learning in Harmony

The building of strong, harmonious and respectful relationships between students, staff and

Be Safe

Be Respectful

Be Responsible

Be an Achiever



Learning, Living and playing in Harmony.

Our Beliefs

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 wellbeing 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 of the 21st Century.



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Progress Against Identified Priorities & Student Achievement

Priority	Targets	Yes / No	Results	Improvement Focus
Writing	We will continue to achieve equivalent to or above the Australian School Mean in NAPLAN	No Yes	Year 3 - The mean for CHPS was 392, while the Australian mean was 407. Year 5 - The CHPS mean of 479 was above the Australian mean of 465, as well as the previous year's result for CHPS of 476.	<p>There is an upward turn in writing results, ending a previous downward and erratic trend.</p> <p>During 2018, we have built the capacity of teachers by providing professional Learning in the Talk4Writing process, which is implemented across the whole school from Kindergarten through to Year 6.</p> <p>We will continue to build the robustness of the Talk4Writing process by introducing additional writing practices, such as introducing a literacy spine, magpie books and an editing key.</p> <p>Teachers will use learning intentions and success criteria at the beginning of the Literacy Block.</p> <p>Brightpath assessment rulers will be used to monitor the effectiveness of teaching writing this way, as well as provide teachers with focus teaching points.</p>



Progress Against Identified Priorities & Student Achievement

Priority	Targets	Yes / No	Results	Comments and Actions
Reading	We will continue to achieve equivalent to or above the Australian School Mean in NAPLAN	No Yes	Year 3 - The mean for CHPS was 403, compared to the Australian mean of 434. Year 5 - The CHPS mean was 518, greater than the Australian mean of 494, as well CHPS's 2017 mean of 498.	<p>An overall improvement in results from previous years has been achieved. At the Year 5 level, we have widened the gap positively between the Craigie Heights mean and that of Like Schools.</p> <p>At Craigie Heights we have a whole school reading focus including: Literacy Block structure, Holiday Reading Challenge, Guided Reading sessions, Raz Kids and Literacy Pro.</p> <p>We will continue to provide targeted intervention through the MiniLit and MultiLit programs from Pre-primary through to Year 6.</p> <p>We will use On-entry, PM Benchmarks, NAPLAN and ACER PAT Testing to track data regarding students' reading abilities.</p> <p>Targeted groups will be used to support identified students in the area of reading.</p> <p>Teachers will use learning intentions and success criteria at the beginning of the Literacy Block.</p>

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Progress Against Identified Priorities & Student Achievement



Priority	Targets	Yes / No	Results	Comments and Actions
Numeracy	We will continue to achieve equivalent to or above the Australian School Mean in NAPLAN	No No	Year 3 - The mean for CHPS was 400, up on the previous year's result of 391, while the Australian mean was 408. Year 5 - The CHPS mean was 492, an improvement of 6 points from the previous year, but slightly below the Australian mean of 494.	<p>We have seen an overall improvement in numeracy results at Craigie Heights from 2017, and we are moving in a positive direction.</p> <p>The implementation of the iMaths Tracker books has been successful in providing regular feedback to students and teachers, as well as identifying teaching focuses.</p> <p>Data analysis will be used to track students and to identify target groups.</p> <p>Teachers use learning intentions and success criteria in Mathematics lessons.</p> <p>The school will continue to promote Mathematics through MAD Maths Day, Safe Cracker competition, Paul Swan games and Numero Ninja.</p>
Spelling	We will increase the gap positively between CHPS and Like Schools in NAPLAN	No Yes	<p>Year 3 – The average score for CHPS of 401 was below Like Schools at 405, though we closed the negative gap on the previous period.</p> <p>Year 5 – The average Spelling score of 500 was greater than that of Like Schools at 491, a gap of 9 points, up on the previous gap of 8 points.</p>	<p>We are improving our results in comparison to Like Schools and have met the target at the Year 5 level.</p> <p>Through the use of Talk4Writing Magpie Walls and Magpie Books, we will extend students' vocabulary.</p> <p>The explicit teaching of spelling will be maintained.</p> <p>We will implement the Promoting Literacy Development (Dianna Rigg) literacy programs in Kindergarten and Pre-primary in 2019.</p>

Progress Against Identified Priorities & Student Achievement

Priority	Targets	Yes / No	Results	Comments and Actions
Grammar & Punctuation	We will increase the gap positively between CHPS and Like Schools in NAPLAN	Yes Yes	Year 3 – CHPS moved to a positive gap, from a negative gap for the previous year. Year 5 – The positive gap between CHPS and Like Schools increased from 9 to 21 points.	We have met the targets at both the Year 3 and Year 5 level. The explicit teaching of punctuation and grammar will be maintained. Punctuation and grammar will be included in Talk4Writing toolkits.
Social/ Emotional Wellbeing	We will improve the positive emotions and social skills of students over students as measured by the ACER Social and Emotional Wellbeing survey	Yes Yes No	The ACER (PAT) on-line Social-Emotional Wellbeing (SEW) Survey was first undertaken in October 2016, by students from Years 2 – 6. It was taken again in Term 4 of 2018, for comparison Students in Year 6 scored well above the national mean, which was an improvement from the 2016 survey. The Year 4, 5 & 6 students scored higher than the same cohort in 2016. The survey indicates that the main area of strength is in the Social Skills area. Students in Years 2 - 5 scored just below the national mean. The survey indicates that the main area of concern is the Learning Skills area.	Develop a whole school Wellness Plan Introduce a Wellness Leader and develop a Wellness Team to implement the Wellness Plan. Continue to embed PATHS (Promoting Alternative Thinking Strategies) curriculum to complement PBS. Continue to embed PBS (Positive Behaviour Support) expected behaviours, the behaviour matrix and procedures across the school community. Further develop Student Leadership groups and involve them in promoting the PBS program and PATHS curriculum. Continue to employ the School Chaplain. Continue to case manage disengaged students. Further embed Visible Learning practices, including building student/teacher rapport

Progress Against Identified Priorities & Student Achievement



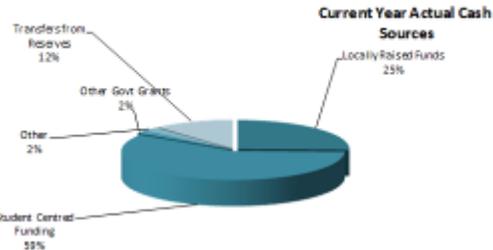
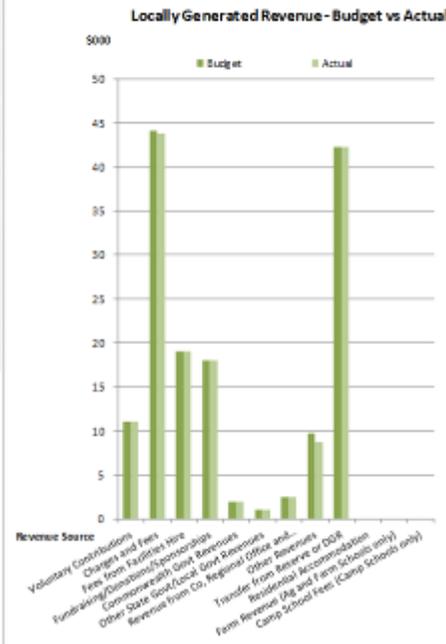
Priority	Targets	Yes / No	Results	Comments and Actions
On Entry Assessment – Pre-Primary	We will increase the percentage of students achieving Standard 1 by the end of Pre-Primary.	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Speaking and Listening – At the end of 2018, 81% of students achieved Standard 1 compared to 27% in Term 1.</p> <p>Reading – In December 2018, 31% of Pre-primary students reached Standard 1, compared to 2% at the beginning of the year.</p> <p>Numeracy – At the end of 2018, 91% of students achieved Standard 1, while at the beginning of the year there was 53%.</p>	<p>Over the year there was an increase in the number of students that achieved Standard 1 in Pre-primary On-entry assessments.</p> <p>Continue to implementation of the Talk4Writing process to develop students' oral language and writing in Kindergarten and Pre-primary.</p> <p>We will use of Brightpath rulers to assess students and identify key teaching points.</p> <p>At the Kindergarten and Pre-primary level, we will use assessment and the referral process for Child Development Services, to support students.</p> <p>We are to further develop intentional play-based learning in Kindergarten to Year 2.</p> <p>We will implement the Promoting Literacy Development (Dianna Rigg) literacy programs in Kindergarten and Pre-primary in 2019.</p>
Attendance	We will improve regular attendance and reduce the number of students in each risk category.	<p>No</p> <p>Yes</p>	<p>The percentage of students that attended regularly in 2018 was 76% compared to 77% in 2017.</p> <p>In 2018, 2 students were at severe risk, 17 at moderate risk and 56 at indicated risk, compared to 6, 17 and 49 in 2017.</p>	<p>Students in the severe risk category have greatly reduced. This has an impact of increasing numbers in those attendance groups further up the scale.</p> <p>A number of families take holidays during school terms. We will continue to advise that school holidays are the preferred time in which to take trips.</p> <p>We will continue to case manage and work with families in risk categories.</p> <p>Ongoing monitoring of student attendance will continue.</p>

Funding Accountability

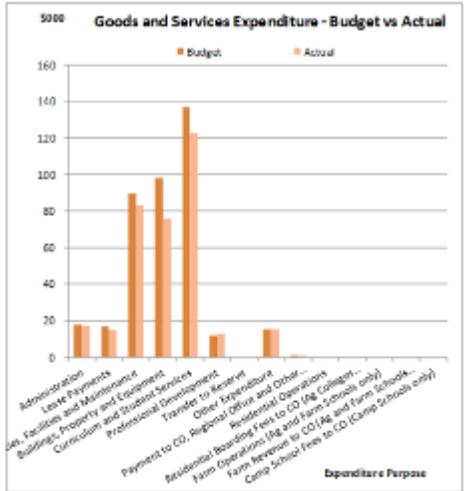
Craigie Heights Primary School
Financial Summary as at
31 December 2018



Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 11,055.00	\$ 11,054.10
2 Charges and Fees	\$ 44,112.00	\$ 43,776.32
3 Fees from Facilities Hire	\$ 19,091.00	\$ 19,090.92
4 Fundraising/Donations/Sponsorships	\$ 18,048.00	\$ 18,048.32
5 Commonwealth Govt Revenues	\$ 2,011.00	\$ 2,030.78
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 2,454.00	\$ 2,454.00
8 Other Revenues	\$ 9,768.00	\$ 8,691.41
9 Transfer from Reserve or DGR	\$ 42,309.00	\$ 42,309.67
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 149,848.00	\$ 148,435.52
Opening Balance	\$ 33,814.00	\$ 33,813.82
Student Centred Funding	\$ 212,418.46	\$ 212,418.38
Total Cash Funds Available	\$ 396,080.46	\$ 394,667.72
Total Salary Allocation	\$ 3,230,030.00	\$ 3,230,030.00
Total Funds Available	\$ 3,626,110.46	\$ 3,624,697.72



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 17,708.00	\$ 17,389.49
2 Lease Payments	\$ 16,718.00	\$ 14,979.38
3 Utilities, Facilities and Maintenance	\$ 89,781.00	\$ 83,442.33
4 Buildings, Property and Equipment	\$ 98,149.00	\$ 75,940.30
5 Curriculum and Student Services	\$ 137,066.00	\$ 122,713.26
6 Professional Development	\$ 11,886.00	\$ 12,989.64
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 15,400.00	\$ 15,087.45
9 Payment to CO, Regional Office and Other Schools	\$ 930.00	\$ 930.00
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	\$ 387,732.00	\$ 343,479.95
Total Forecast Salary Expenditure	\$ 3,168,255.00	\$ 3,168,255.00
Total Expenditure	\$ 3,555,987.00	\$ 3,511,738.95
Cash Budget Variance	\$ 4,348.46	



Cash Position as at:	
Bank Balance	\$ 129,288.18
Made up of:	
1 General Fund Balance	\$ -
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 73,508.03
5 Suspense Accounts	\$ 6,058.38
6 Cash Advances	\$ 500.00
7 Tax Position	\$ 1,372.00
Total Bank Balance	\$ 129,288.18



Student Centred Funding

Student and School Characteristics Funding

Student Characteristics			
	Number	Funding	Spent On
Aboriginality	15	\$26,757	Extra EA 0.8 for Multilit and Minilit Targeted Intervention Literacy Numeracy Speech Pathologist Screening
Disability	21.88	\$140,134	SNEA FTE 3.5 Extra EA 0.8 Multi and Minilit Extra EA .5 for Projects Targeted Intervention Speech Pathologist Screening Technology
English as an Additional Language	3.00	\$8,352.00	Resources Extra EA time to modify work
Social Disadvantage	73.54	\$55,203	Breakfast Club School Chaplain Gap &resources Pastoral Care Committee Activities
Sub Total		\$230,447	



School Characteristics		
		Spent On
Enrolment-linked Base	\$260,393	Operational Budget Staffing flexibilities NAPLAN Devices Promethean IWBoards
Locality	\$0	
Sub Total	\$260,393	

Total	\$490,840
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Funding Accountability

Targeted Initiatives

		Spent On
Graduate Teacher Induction/Materials	\$6,918	Release for Graduate Modules Teaching Materials
Chaplaincy Program	\$21,012	Chaplain Salary
Level 3 Classroom Teacher (Mental Health Strategy)	\$11,026	Teacher training to cater for mental health issues in students
Universal Access to Kindergarten	\$50,279	Staff for 15 hours of Kindy/week
Sporting Schools Program	\$3,000	Tennis Coaching Term 1 & 4
Total	\$92,254	



Operational Response Allocation

	Funding
Dental Therapy Clinic Cleaning/Utilities	\$5,614

Significant Upgrades

- Every classroom has been fitted with a Promethean LCD Panel which provides state of the art technology to support high engagement levels in all learning activities.
- A \$20 000 Shade Grant provided much needed relief from the sun and rain over the play equipment on the oval.
- Music equipment was purchased to add value to our enriched music program.



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Student Satisfaction

This National Schools Opinion Survey is conducted every two years and shown below is the average rating out of 5 for each item using the rating scale below. In 2018, 65 parents responded which represents 47% of the number of families. 63 students from years 5 and 6 took the survey.

Student Survey: Leadership and Management	2016	2018	Up/Down
My teachers expect me to do my best.	4.4	4.7	👍
My teachers provide me with useful feedback re. school-work.	4.0	4.3	👍
Teachers at my school treat students fairly.	3.4	4.1	👍
My school is well maintained.	3.9	4.4	👍
I feel safe at my school.	3.5	4.3	👍
I can talk to my teachers about my concerns.	3.7	4.2	👍
Student behaviour is well managed at this school.	3.0	4.0	👍
I like being at my school.	3.7	4.4	👍
My school looks for ways to improve.	4.0	4.4	👍
My school takes students opinions seriously.	3.4	4.1	👍
My teachers motivate me to learn.	4.1	4.6	👍
My school gives me opportunities to do interesting things.	3.9	4.4	👍

Strongly Agree	5
Agree	4
Neither	3
Disagree	2
Strongly Disagree	1



Analysis

These results show a considerable improvement in the perceptions of students towards their school experience which is gratifying given the large amount of work that has gone into improving the learning environment and giving students a voice in the school.

Proposed Action

We have planned to build the leadership capacity of all students in a variety of ways, further embed the PBS processes and Visible Learning to add to a student's ability to be self-motivated and independent learners. We have worked with students and staff to develop a model of what a great Craigie Heights learner looks like. They are creative, reflective, engaged and persistent.

Parent Satisfaction

Parent Survey: Leadership and Management	2016	2018	Up/ Down
This school has a strong relationship with the local community.	3.8	4.1	👍
This school is well led.	4.2	4.3	👍
I am satisfied with the overall standard of education achieved at this school.	4.2	4.2	Same
I would recommend this school to others.	4.2	4.4	👍
My child's teachers are good teachers.	4.4	4.4	Same
Teachers at this school care about my child.	4.4	4.4	Same

Parent Survey: Teaching and Learning	2016	2018	Up/ Down
Teachers at this school expect my child to do their best.	4.6	4.5	Similar
Teachers at this school provide my child with useful feedback.	4.2	4.2	Same
Teachers at this school treat students fairly.	4.2	4.1	Similar
This school is well maintained.	4.5	4.4	Similar
My child feels safe at this school.	4.4	4.3	Similar
I can talk to my child's teacher about my concerns.	4.6	4.5	Similar
Student behaviour is well managed at this school.	3.7	3.9	👍
My child likes being at this school.	4.5	4.4	Similar
This school looks for ways to improve.	4.3	4.4	👍
This school takes parents opinions seriously.	4.0	4.0	Same
Teachers at this school motivate my child to learn.	4.3	4.2	Similar
My child is making good progress at this school.	4.3	4.2	Similar
My child's learning needs are met at this school.	4.1	4.2	👍
This school works with me to support my child's learning.	4.2	4.2	Same

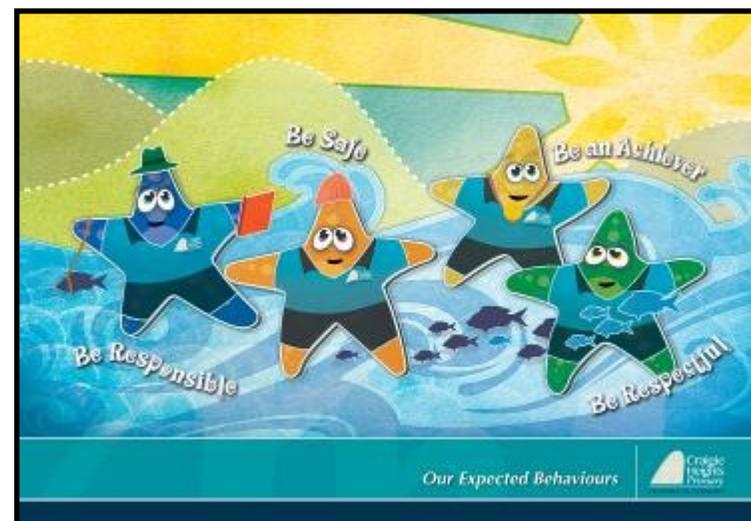
Analysis

The majority of responses sit between 4 and 5 which is a really positive result.

There was either a fairly similar level, or an improvement in levels, of parent satisfaction from 2016 to 2018 and we will continue to work with our parent body to build strong relationships based on trust, good communication and a robust improvement focus.

Proposed Action

We have planned to work with parents and carers to improve their knowledge of the processes of the Positive Behaviour Support program and PATHS curriculum. We have identified a need to further build the capacity of students to identify and manage their own emotions in order to be even better achievers and have respectful relationships towards all at school.



Teacher Satisfaction

Staff Survey:	2016	2018	Up/ Down
Teachers at this school expect students to do their best	4.7	4.9	👍 👍
Teachers at this school provide students with useful feedback.	4.6	4.5	Similar
Teachers at this school treat students fairly.	4.7	4.6	Similar
This school is well maintained.	4.4	4.3	Similar
Students feel safe at this school.	4.4	4.6	👍 👍
Students at this school can talk to their teachers about their concerns.	4.4	4.4	Same
Parents at this school can talk to teachers about their concerns.	4.5	4.5	Same
Student behaviour is well managed at this school.	4.2	4.3	👍
Students like being at this school.	4.3	4.4	👍
This school looks for ways to improve.	4.7	5.0	👍 👍
This school takes staff opinions seriously.	4.4	4.6	👍 👍
Teachers at this school motivate students to learn.	4.6	4.6	Same
Student's learning needs are being met at this school.	4.2	4.3	👍
This school works with parents to support student learning.	4.6	4.7	👍
I receive useful feedback about my work at this school.	4.1	4.4	👍 👍
Staff are well supported in this school.	4.4	4.5	👍

Analysis

All the responses for 2018 sit between 4 and 5 which is a really positive result.

The results reflect the robust implementation of Visible Learning and Positive Behaviour Support over the last few years and points to a cohesive, whole school approach to creating open communication and a positive learning environment.

Proposed Action

Continue to build the culture of high care and high expectations for all students academically and socially.

Continue to build positive relationships with the parent body and students as valued partners in the education process.



Learning, Living and playing in Harmony.

ECU Children's University Graduates



CONGRATULATIONS