



**Craigie
Heights
Primary**

INDEPENDENT PUBLIC SCHOOL

ANNUAL

REPORT

2014

PRINCIPAL'S MESSAGE

Welcome to Craigie Heights Primary School's 2014 annual report. I feel privileged to lead this wonderful school and thank the school administration, the School Board, the P&C and our highly dedicated staff for their tireless efforts in enacting the school's business plan and supporting our school. In keeping with our motto, *Learning in Harmony*, the staff share a commitment to work together in order to support strong student achievement and engender in each student a love of learning.

This report provides parents and the wider community with information about our school, the learning programs we offer and the performance of the student population. It also reviews our progress towards achieving the milestones and targets set in our Business Plan 2013-2016. The report identifies our many successes and achievements, and includes information about the future actions to be taken in 2015 to improve student achievement and enhance the school's effectiveness.

2014 was our second year as an Independent Public School and we continued to work towards the outcomes and targets outlined in our first Business Plan 2013 – 2015. Our Board Chair Mr Scott Favacho worked closely with me to support the enactment of the Business Plan and Delivery Performance Agreement. Throughout 2014 the school staff and the School Board were actively involved in monitoring our progress towards these outcomes and targets.

The school's vision and beliefs about teaching and learning, which were developed in 2013, have now become embedded in practice. The marketing and branding across the school in 2013 has successfully supported the positive culture of the school. Our website was reviewed and redeveloped to further support this positive culture and to provide a functional and informative site to communicate effectively with our existing school community and also those considering enrolment in our school from within Australia and overseas.

2014 saw our school develop into a thriving learning community, with many professional learning workshops being run by our staff after school hours. This included Australian Curriculum in English and History, and ICT techno cafes with many staff from within the school and wider network attending these workshops. The staff continued to work collaboratively in their clusters each Wednesday during the early close. During this time the staff engages in planning, moderation and data analysis in order to refine their teaching. Many of our staff also attend Professional Learning (PL) offered externally through the Joondalup Network. I thank them for their commitment to the profession and pursuit of excellence in teaching.

Due to the movement of both Year 6 and Year 7 students into secondary school a new student leadership model was introduced. Many leadership opportunities were offered and embraced by the students. The students went on a combined camp and a very well attended and highly successful combined graduation ceremony was held at the end of the year. The effort that went in to ensuring both groups of students enjoyed their final year of primary schooling was well-received by students and their families.

I look forward to 2015, with great confidence as much of what we have set out to achieve in the school's business plan has been realised. We also enter the school year with a stable staff which creates greater continuity and more successful transitions for students. I will continue to work in collaboration with the administration team, School Board and the staff to ensure our school is recognised in the pending Department of Education Services external review 2015 for its strong focus on student achievement and pastoral care of students.

Ms Lynne Bates
Principal

OUR VISION

SCHOOL PROFILE AND OVERVIEW



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

The building of 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 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 and 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.

The Craigie Heights Primary School new site opened in 2010. The school that was founded as a result of the amalgamation of both Camberwarra and Craigie Primary School. The school is located in the northern Perth suburb of Craigie approximately 20 kms from the city of Perth.

The \$13 million state of the art school offers exceptional facilities including Interactive Whiteboards in every classroom. The new school facility is an attractive brick building on a 3.5 hectare site that has eight main structures. 1. Early Childhood. 2. Middle Primary. 3. Junior Primary. 4. Upper Primary. 5. Administration. 6. Covered Assembly Area & Canteen. 7. Dental Therapy Unit. 8. Library. 9. A purpose built demountable which houses one of our Kindergarten groups. All buildings are air conditioned and have been designed to meet sustainability principles. The school boasts state of the art facilities with specialist areas and rooms for Music, Art, Science and a carpeted undercover assembly area. All learning areas are connected with the latest cabling specifications enabling high speed communication video conferencing internet access and multi-media capabilities. Each classroom has an interactive whiteboard to enable captive digital visual presentations to enhance learning from the internet software or prepared learning from the teacher.

Over a short period of time the school has built a very positive reputation in the community. This has been achieved through a clear focus on student improvement and an exceptional pastoral care approach provided through the staff and supported through the community. This was recognised in 2012 with Craigie Heights Primary School being awarded Exemplary Status from the Department of Education. The school commenced as an Independent Public School in 2013.

The Primary School caters for students from Kindergarten to Year 7. However, due to the transition of Year 6 students to secondary schools it will cater for students in Kindergarten to Year 6 in 2015. The enrolment figure for 2014 was 379 with 355 Full-time equivalent enrolments. Craigie Heights Primary School has a limited range of cultural diversity within its student population, with only 4% of students having a language background other than English.

The school provides a comprehensive curriculum with the full implementation of Phase One of the Australian Curriculum being delivered; this includes English, Maths, Science and History. Specialist Programs include Phys-Ed, Science, Lote and Music.

The school places a high emphasis on Early Intervention and as such we access external Speech Pathologists, Occupational Therapists and Language Development staff to screen our Kindergarten and Pre-primary students, and then provide assistance for staff in planning for students requiring extra support.

Craigie Heights PS is known as a Reading school; with the promotion of reading through a variety of initiatives implemented. This includes a number of challenges and rewards that are organised including the Holiday Reading Challenge, Lexile Reading Scheme initiatives, Year 1 & 2 Reading Diary Program and the annual Book Character parade.

There is a strong Pastoral Care approach across the school which is supported through the School Chaplain and Pastoral Care committee.

All teaching staff are registered with the Western Australian Teacher Registration Board and have the appropriate qualifications. Our teaching staff are highly capable and dedicated to their profession. Currently on staff we have five Level Three Classroom Teachers and ten Senior Teachers.

Craigie Heights Primary School aims to continue to build upon its strong reputation and is focused upon further building a culture of excellence.

SCHOOL HIGHLIGHTS AND SPECIAL EVENTS

- **ANZAC Ceremony**
- **Harmony Day Assembly**
- **Summer and Winter Carnivals**
- **Beach Swimming Lessons**



- **Science Carnival**
- **Book Parade**
- **Open Night for Parents**
- **Parent Information sessions for 2015 enrolments into Kindergarten and Pre-primary**
- **Plain Jane Buzz Dance Incursion**

- **Edu-Dance Concert**
- **Songfest-school choir performance**
- **0-8 Parent Workshops**
- **Craigie Heights Playgroup**
- **P&C Association Fundraising Events**





- **Visiting Author Incursion**
- **Nature Playground Commenced**
- **BluEarth**
- **Champion Schools Hockey**

- **School and Interschool Carnivals**
- **Christmas Concert**
- **Operation Shoe Box**
- **Parent Helper Morning Tea**
- **Reading Rockets and Lexile Legends Reward Lunch**
- **Grandparents Assembly**



- **Year 6 and 7 Graduation Evening**
- **Year 6 and 7 transition program**

REVIEW OF OUR BUSINESS PLAN FOCUS AREAS AND IMPROVEMENT TARGETS FOR 2014

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.

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 2014 relate to student achievement in NAPLAN testing for Year 3, 5 and 7, 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 Year 5 and 7 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	NUMERACY
Yr 3 - 5	Yr 3 - 5	Yr 3 - 5
35-40% of students to move from band 4 or 5 to band 6 Achieved : 67 %	25- 30% of students to move from band 5 or 6 to band 7 Achieved : 61%	40-50% of students to move from band 4 to band 6 Achieved : 75%
20% of students to move from band 5 to band 7 Achieved : 27%		30-40% of students to move from band 5 to band 7 Achieved : 43 %
Yr 5 – 7	Yr 5 – 7	Yr 5 - 7
25-30% of students to move from band 6 to band 7 Achieved : 57 %	30- 35% of students to move from band 5 or 6 to band 7 Achieved : 40%	10% of students to move from band 5 to band 7 Achieved : 22%
15% of students to move from band 7 to band 8 Achieved : 25 %	10% of students to move from band 6 to band 8 Achieved : 12%	20- 25% of students to move from band 6 or 7 to band 8 Achieved : 44 %
10% of students to move from band 8 to band 9 Achieved : 67%		

Summary

It is pleasing to report that all improvement targets within our Business Plan have been met and exceeded in Literacy and Numeracy. Targets set for 2015 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
<p>60% of students in Pre-primary at progression point of 0.3 in Term 1 and 100% of students at Standard 1 in Term 4</p> <p>Achieved : 65% of students in Term One 67% of students at Standard 1 at the end of the year.</p>	<p>25% of students in Pre-primary at progression point of 0.2 in Term 1 and 100% of students at Standard 1 in Term 4</p> <p>Achieved: 42% of students in Term One 51% of students at Standard 1 at the end of the year.</p>	<p>80 % students in Pre-primary at progression point of 0.7 in Term 1 and 100% of students at Standard 1 in Term 4.</p> <p>Achieved: 100% of students at 0.7 in Term One 100% of students achieved standard 1 by the end of the year.</p>

Summary

Our results indicate that the targets for Speaking and Listening and Writing were a little ambitious, (particularly for writing) and will require adjusting for 2015. These two areas will be a focus in our operational planning for 2015. 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 we are passionate about Science. In 2014 Australian Curriculum Science was delivered by a Science specialist teacher operating from a dedicated science laboratory-style classroom. To help our implementation of the Australian Curriculum, Science, our Science Committee developed a range of Scope and Sequence documents, complemented by assessment tools and professional learning. In addition, our Science year was 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

In 2014, for the first time, our Science specialist teacher introduced an integrated Science, Technology, Engineering and Mathematics (STEM) unit, based around using Web 2.0 technologies to introduce upper primary students to computer programming. We also hosted a large number of Science incursions to complement the program provided by our dedicated Science specialist teachers, including helping celebrate National Science Week in Term 3. This included visits from Earth Sciences Western Australia, International Centre for Radio Astronomy Research (ICRAR), Sci Tech and the South East Regional Centre for Urban Landcare (SERCUL).

Science Target

To increase the percentage of students achieving above WAMSE Standard from Yr 5: 45% to 65% in Year 7.

		Science			
		2011	2012	2013	2014 (In school WAMSE Testing)
	% of students above WAMSE Standard				
Year 5	85%	45%	49%		
Year 7	84%	56%	41%	63%	

Summary

End of year testing showed we increased the percentage of students achieving above the WAMSE standard from 45% in Year 5 to 63% in Year 7, marginally under our Business Plan target of achieving an improvement to 65% within this stable cohort of students.

Whilst we fell short of reaching our target it is pleasing to note the increase in the percentages of students at or above WAMSE standard over the last three years. Several recommendations were put in place last year to support improved student achievement in Science. These have been successful and will hopefully be sustainable in 2015 given the budget constraints.

Future recommendation:

- With WAMSE no longer carried out through State testing we will continue to test the students to monitor our students' achievement.
- Further develop 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. The Sustainability committee includes a successful balance of staff, parents and school board members. 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.

In 2014, teacher release time for 3 hours every alternative week involved all students in the gardening experience by using a buddy class system with younger students being supported by older students. The students grew fruit and vegetables as well as maintained the garden area by weeding and composting. The students delighted in harvesting and eating fresh produce straight from the garden.

A Healthy Schools seeding grant enabled the committee to organise a Busy Bee to redefine the gardening spaces. This was a community project 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 7 were selected to form a student leadership group. Their task was to complete an energy audit to monitor the energy use in the school. This information was evaluated by the school board chair person -Mr Scott Favacho from Carbon Neutral, to create a list of energy cost saving measures to be implemented in 2015.

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 2015.*
- *Organise a regular group of parents to weed and compost the gardening spaces.*
- *Student representatives from Years 3 to 6 to assist in a travel to school and waste audit to establish baseline data of the school's carbon footprint.*
- *A Healthy Schools second tier grant will help improve reticulation to raised garden beds located close to the Learning Blocks to maximise student engagement in growing produce.*



ATTENDANCE IMPROVEMENT TARGET

Our target for improvement was to reduce the number of students at indicated risk (80-89%) attendance from 2012 to 2014 by 3%.

Achievement: 13.5 % of students at indicated risk (80-89%) attendance at the end of 2014. We exceeded our target by reducing the percentage of students at indicated risk by 4.4%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2012	77.0%	17.9%	5.0%	0.0%
2013	76.2%	16.1%	5.4%	2.1%
2014	82.2%	13.5%	3.9%	0.3%
WA Public Schools	75.0%	17.0%	6.0%	2.0%

Summary

It is pleasing to note that we not only met our target but also steadily increased **Regular** attendance. Attendance continues to be an area of focus with regular attendance being part of the criteria for “Good Standing” and several procedures are in place to support regular attendance. This has included parents being advised that they need to request, through the principal, to take in-term vacation leave, a case management approach for students at moderate to severe risk, end of term attendance reports sent home to parents and regular reporting of attendance levels in the school’s newsletter.

Future recommendations:

- Maintain strategies implemented in 2014.
- Produce an attendance pamphlet for parents outlining attendance expectations.

POSITIVE BEHAVIOUR SUPPORT PROGRAM

Positive Behaviour Support is an initiative based on research that began in the USA over thirty years ago. Positive Behaviour Support is a framework that supports our school to focus on defining, explicitly teaching and reinforcing expected positive behaviours.

The beginning of the year saw us form a Positive Behaviour Support committee which included members from the administration team, teachers from each phase of learning, education assistants and a parent representative. 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 2015, we are excited to be working towards developing our school-wide behaviour matrix and explicitly teaching and monitoring our expected behaviours.

CYBER-SAFETY

The implementation of a whole school cyber-safety program was set up with the assistance of the Australian Communications and Media Authority (ACMA). The program was to inform students, teachers and parents of the dangers of using the internet inappropriately and to give strategies to deal with difficult moral situations. Students were taught specific lessons that dealt with the issues around being anonymous online and online bullying behaviour. Year 4-7 students were engaged with an online course and were given strategies to deal with potential issues surrounding social networks.

PASTORAL CARE-CHAPLAINCY PROGRAM

The school is fortunate enough to have the funding to run the Chaplaincy program. The chaplain has been working at CHPS for the last seven years. Her contributions to the well-being of students, staff 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.
- In semester two facilitating 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 who have positive characteristics, are considerate towards others and show a concern for the school community.
- Chaplains Chatter in the school newsletter promoting courses or seminars which are relevant to the school community, or highlighting a current event or issue.
- Link between CBC and the school – breakfast club, support for other activities in the school when required.
- Supporting new staff (8 new teaching staff at the beginning of the year).

As Chaplaincy is all about being present and establishing relationships, a big part of the role is being able to offer a listening ear to students, staff and parents. All these activities support these two objectives.

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 had a heightened profile in the school with all students recognising the catch cry “Maths is Fun!” This can be attributed to the formation of the Mathematics Committee and appointing a Numeracy Coach. Together they promoted Mathematics. They supported staff to develop and implement the Mathematics Whole School Operational Plans and Year Level Plans. They also assisted staff to develop common understandings of the Australian Curriculum and pedagogy through Professional Learning, moderation and side by side teaching. The full implementation of the Australian Curriculum Mathematics this year was consolidated by teachers formally reporting against the Australian Curriculum in Semester 1 & 2 ‘Reporting to Parents’.

The Craigie Heights lesson structure was implemented; ensuring students knew expectations (WALT and WILF).

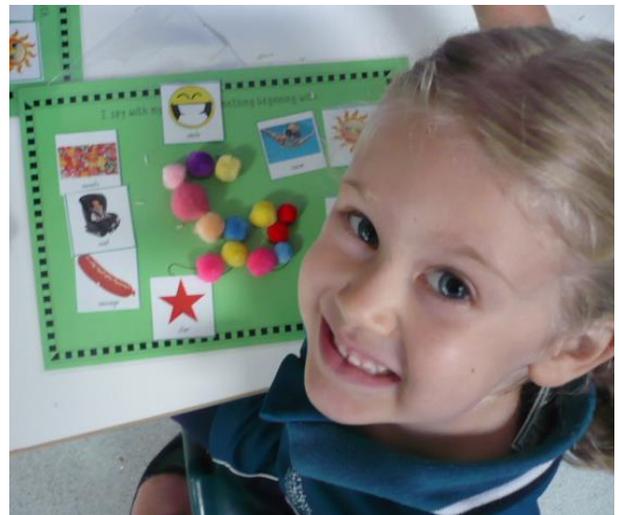
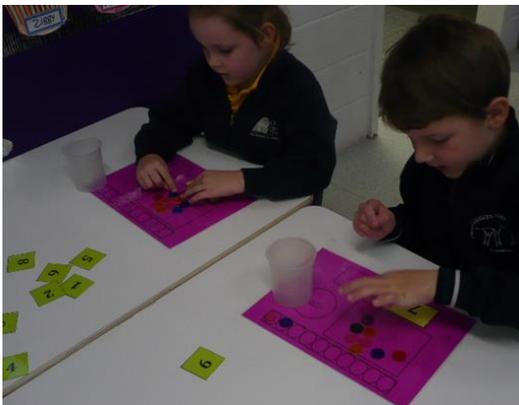
Paul Swan’s Continuum for Mental Computation was implemented. This is a whole school approach to teaching mental maths skills, with resources to support skill development. Paul Swan resources, as well as dice, cards and counters were distributed to classrooms. Paul Swan games and the Natural Mental Maths strategies were modelled in classes and professional learning was provided.

Previous NAPLAN results were analysed to target students who were identified as requiring support and/or were capable of excellent progress in 2015 NAPLAN testing. Both the Numeracy coach and EA’s worked with these students and their teachers to support student improvement.

To improve home/school partnerships, regular contributions to the school newsletter, informed parents about how they could assist the numeracy development of their children at home. The Safe Cracker was initiated– a fortnightly Maths puzzle that was completed at home. A correct entry was celebrated at the assembly.

Future Recommendations:

- Continue to strengthen community partnerships with newsletter contributions, the Safe Cracker and new in 2015 – MAD (Maths Activity Day)
- Continue to support teachers to implement Paul Swan games, using the Natural Maths Strategies and Kagan structures and philosophies.
- Develop case management plans for targeted students who are capable of excellent progress in 2016 NAPLAN testing.
- The Numeracy coach to use gradual release model, collaborative planning and PL to build capacity in staff.
- Whole school approach to problem solving using the Bar Model Method.
- Continue to use NAPLAN and Early Entry data to guide school operational planning.



2014 NAPLAN RESULTS ~ NUMERACY

The tables below describe the students' performance in Mathematics from the 2014 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
	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
	2014	480	476	480	487	+4
	2013	475	461	478	486	+14
	2012	499	470	477	488	+29
	2011	478	457	481	489	+21

Year 7	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2014	571	539	554	546	+32
	2013	534	520	542	541	+14
	2012	587	524	535	538	+63
	2011	568	527	547	543	+41

Whilst all year levels performance was above like schools, it is important to note that the gap between the two is closing for Year 3 and Year 5. The Year 3 cohort performed above State and Australian averages, this is a trend we aim to maintain. The Year 5 cohort's performance is close to that of State and Australian average. The Year 7 result far exceeded the State and Australian average and was above expectation.

The trend lines for achievement in Mathematics for Year 3 and 7 remain steady however the Year 5 trend line is of concern. Our aim in 2015 and 2016 is to arrest and reverse this trend line. This will be addressed through a case management approach in 2015/ 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 the Singapore Maths – Bar Model for problem solving will continue in 2015. Mathematics will be an area of focus across year levels in 2015.



English continues to be a focus at Craigie Heights PS. The full implementation of the Australian Curriculum English this year was consolidated by teachers formally reporting against the Australian Curriculum in Semester 1 & 2 'Reporting to Parents'. All of the recommendations outlined by the School's 2013 Annual Report, Business Plan 2013- 2015 and English Operational Plan were addressed in 2014, with a consistent approach across the school in Planning, Teaching and Assessment. Craigie Heights PS teaching staff along with teachers from the wider district attended professional learning in Australian Curriculum implementation for English facilitated by our teachers throughout the year.

The implementation of an uninterrupted Literacy Block, analysis of students' reading in Pre-Primary to Year 2 and Guided Reading sessions in all Pre-Primary to Year 6 classes has ensured teaching programmes reflect best practice in Literacy teaching. The school continues to promote itself as a "reading school" with the Holiday Reading Challenge forming a part of Good Standing and the Reading Rockets and Lexile Legends luncheons being held each term to reward those students that have made significant improvements in their reading.

The Year 2 and 4 students were tested on the Year 3 and 5 NAPLAN tests with this data used to determine targeted interventions provided through the Literacy coaches. The data was also used by teachers to address areas of weakness. Students that were capable of excellent progress in 2015 based on NAPLAN testing were also identified and extended.

Both the Sound Waves spelling program and the Grammar Scope and Sequence documents are in their second year of implementation. We look forward to continued student improvement in these areas.

Looking forward, students who are not meeting their potential will be targeted in a small group case-management approach in Years 2 to Year 6. Writing is a priority area in 2015. Staff will support student improvement in writing through:

- engaging students in a range of meaningful and purposeful writing experiences;
- staff participating in professional learning around the writing process;
- differentiating teaching and
- teaching text structures.

To support student improvement, Reading and Writing Literacy Specialists have been appointed and will continue to work alongside classroom teachers and education assistants for 2015.

The Leadership Team will continue to train Educational Assistants in Guided Reading and Phonological Awareness in order to support focus groups of students. Both the Multi-Lit and Mini – Lit programs will be implemented in 2015 to further support those students requiring a case management approach.



2014 NAPLAN RESULTS ~ LITERACY

The tables below describe the students' performance in all areas of tested in Literacy from the 2014 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
	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
	2014	508	489	492	501	+19
	2013	490	483	496	450	+7
	2012	497	475	482	493	+24
	2011	469	461	481	491	+8

Year 7	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2014	568	543	544	546	+25
	2013	522	520	539	540	+2
	2012	544	524	538	541	+20
	2011	549	526	543	539	+23

The reading results were pleasing with all cohorts tested performing above Like Schools, State and National averages. However, the Year 3 cohort results require close monitoring as the gap between like schools is closing.

In each cohort there exists a small percentage of students achieving at or below national minimum standard. These students will be targeted through the Support-a-Reader and Multi-Lit program in 2015, being provided through trained EA's.

WRITING

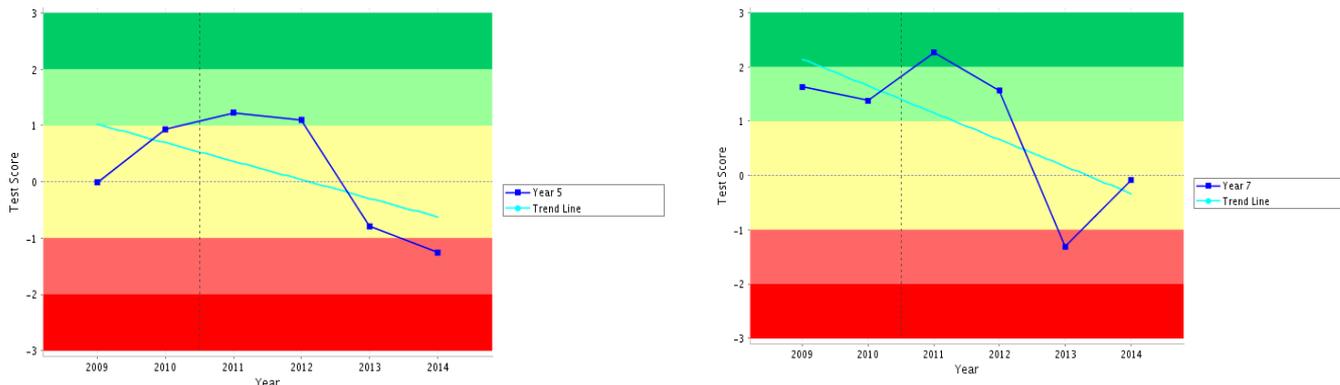
Year 3	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2014	423	408	397	402	+15
	2013	415	385	405	416	+30
	2012	450	406	407	415	+44
	2011	415	394	404	420	+21

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

Year 7	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2014	523	512	514	512	+11
	2013	499	498	517	517	+1
	2012	553	507	521	518	+46
	2011	574	514	531	532	+60

The Year 3 and 7 cohorts performed strongly against Like Schools, State and National averages. 51% 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 an excellent result. Our Year 5 cohort performance, whilst consistent with Like School and State average fell moderately below National average. What is of concern is that some 24% of students in this cohort were at or below National Minimum Standard. The Year 7 cohort performance was above Like schools, State and National average; however, similarly to our Year 5 cohort, some 32% of this cohort was at or below National Minimum Standard. Whilst this is consistent with Like schools and state percentages it is clearly an area of concern. The trend lines for both cohorts are of concern and require arresting.

Significant improvement is required in the middle and senior area of school if we are to achieve our Business Plan targets for 2015 and 2016. Writing will be a whole school priority for 2015.



SPELLING

Year 3	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	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
	2014	506	489	492	498	+17
	2013	482	473	487	494	+9
	2012	499	477	486	494	+22
	2011	465	462	476	486	+3

Year 7	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2014	547	542	543	545	+5
	2013	545	529	546	549	+16
	2012	555	529	539	543	+26
	2011	550	521	536	537	+29

All cohorts achieved above Like Schools, State and National averages, with the Year 3 and 5 cohorts achieving moderately above. The Year 3 cohort is maintaining its significant gap between Like Schools whilst the Year 5 and 7 gap is closing in. There are fewer students achieving in the top two bands as is compared with Like Schools and State. The results indicate a need to monitor and target those students in the middle bands to move them in to the top two bands.

PUNCTUATION AND GRAMMAR

Year 3	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	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
	2014	507	490	495	504	+17
	2013	495	477	495	501	+18
	2012	505	471	479	491	+34
	2011	489	473	492	504	+16

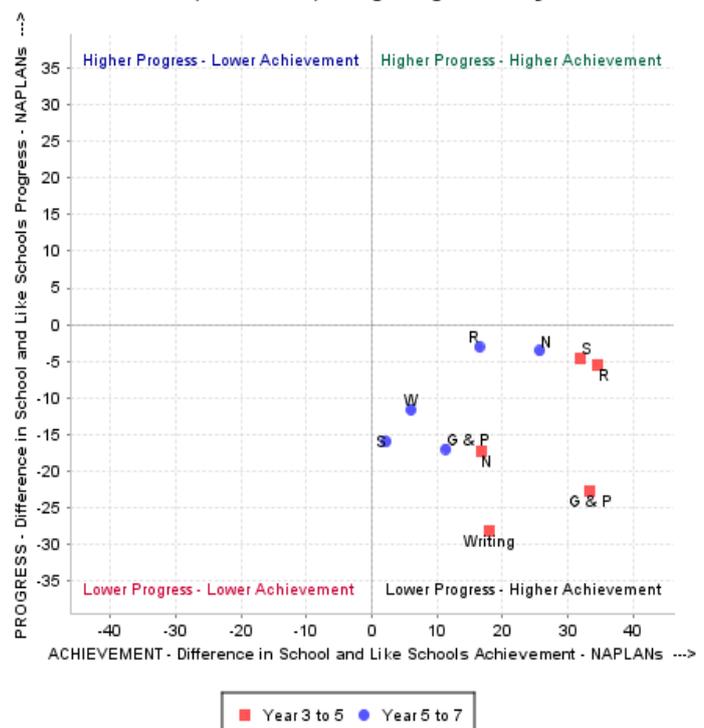
Year 7	Year	School	Like Schools	Western Australian	Australian	Difference Between School and Like Schools
	2014	564	538	543	544	+26
	2013	540	513	533	535	+27
	2012	546	531	545	546	+15
	2011	522	513	530	532	+9

All cohorts achieved above Like Schools, State and National averages, with the Year 3 and 7 cohorts achieving moderately above. The Year 3 cohort achieved its lowest result in three years, however it is pleasing to note that some 66% of students achieved in the top two bands. 45 % of the Year 5 cohort achieved in the top two bands and 42% in Year 7. The overall performance in Punctuation and Grammar is pleasing. These results can be attributed to the introduction of the Grammar Scope and Sequence which aligns to the Australian Curriculum.

Whilst student achievement has remained high across most areas it is important to note that progress has been low. This can somewhat be attributed to the fact that student achievement has been so high in Year 3. The main area of concern is writing, with the average gain from Year 3 to Year 5 being only 16 points. Writing will be a whole school priority in 2015 with the Literacy coach and EA's continuing to work with students and teachers to improve student performance.

Student Progress and Achievement Compared with Like Schools

NAPLAN (2012 to 2014) - Craigie Heights Primary School



LEARNING AREA REPORTS

HISTORY

During 2014 the staff fully implemented the Australian Curriculum History. In Semester One, the assessment focus was on the Historical Knowledge and Understanding for students from Pre-Primary to Year 7. In Semester 2, the assessment focus was on the Historical Knowledge and Understanding and Historical Skills. The History committee regularly met throughout the year and had a representation from each cluster. The committee focused on supporting staff in utilising the Strategic and Operational Plan and organised and promoted whole school events that support the History Curriculum and Cross-Curricular Priorities; these events included Harmony Day, ANZAC Day and NAIDOC week.

Craigie Heights PS started after school History Professional Learning workshops to support teachers in the Joondalup network unpack the AC History. The workshops were run by one staff member twice a term. The Professional Learning has had a significant impact upon the implementation of the AC in History and has led to the development of an online wiki where teachers have shared their History programs and resources.

MUSIC

All students from Years 1 to Year 7 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, together with other aspects of listening and responding to music.



An inclusive school choir was also formed with over 40 students from Years 4-7 rehearsing at least once per week. During 2014 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 and Year 7 students, who also performed at various assemblies during the year.

In Term 3 a musical incursion "Plain Jane" was arranged for the students from Years 1 to 7. The students watched a contemporary music and dance performance, then the older students were involved in team-building workshops run by the cast of the show which incorporated music and dance.

The music program for 2014 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 7 performing a Christmas song.



PHYSICAL EDUCATION



The Phys-ed and sport program at Craigie Heights PS is one of both student enjoyment and success.

The Physical Education program is provided by two specialist teachers. Our students are building their physical skills throughout their schooling 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, 2014. Our Pre-primary students were included in the Physical Education Specialist program in 2014 and this will be continued 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

The Lote program was provided for students from Year 2 to 7. Students were provided with many exciting opportunities to listen, speak and write in Japanese. The program was well integrated into the Arts and English with art competitions and language experiences provided such as cooking classes. The LOTE teacher supports staff by coordinating one assembly each year that focuses on the language. In 2014, students in Year 1 presented a song in Japanese. This was a huge achievement.



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 2014 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 revamped and operational by the end of 2014. It now includes audio visual input.

We continued with internal branding, 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 assemblies.

Students from Pre-primary to Year 7 worked with LandCorp on a public art program to produce an art piece for the newly developed estate *Vive*. The theme was Local Community with the students completing art that had strong significance for them and residents in the local area. This art work is now built into the paths in the *Vive* estate.

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 and more. Their presence and support is invaluable.

In 2014 the *Parents in Partnerships 0-8 program* commenced 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 2015.

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.

There is a true belief that fathers/father figures are a powerful influence on a child's life. In response a steering committee, consisting of six champion dads, was created to support the implementation of the Fathering Project for 2015. We are hoping for this program to grow in 2015 in order to inspire and further equip fathers to be engaged with their children.

Focus Area 3- High Quality Teaching and Leadership

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

We commenced 2014 with an extended shared leadership model which included a newly appointed Deputy Principal- Curriculum. The shared leadership between the Principal and two Deputy Principals enabled us to successfully address key components of the Business Plan. This included the commencement of the Peer Observations program and the Visible Learning program.

Craigie Heights Primary School is committed to implementing a peer observation and feedback program to align with the Department of Education's system directive outlined in the Focus 2014 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 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 supports 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 at the beginning of 2014. Administration staff attended professional learning 'Visible Learning – Evidence into Action' and collected baseline data in Semester One of 2014. Data was collected through classroom observations and reflection using the Visible Learning School Matrix. The focus areas for data collection were:

- The Visible Learner
- Know Thy Impact
- Inspired and Passionate Teachers
- Effective Feedback

The data was analysed, presented to staff and from this baseline evidence statements were developed. Focus areas for 2014 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** and **What am I Looking For**)
- Instructional feedback (written and oral)
- Building relational trust

Strategic recruitment of staff supported an extended and highly effective distributed leadership model. Several staff were released for half a day per week to drive the priority areas of Literacy, Numeracy, History, Science/ Sustainability and ICT. These leaders worked side by side with staff to support improved pedagogy and to enhance student improvement. Through leadership opportunities one staff member gained Level Three status in 2014.

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;
- History Café;
- And an ICT café

All three 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 were trialled with the intent of these protocols being adopted by all staff in 2015.

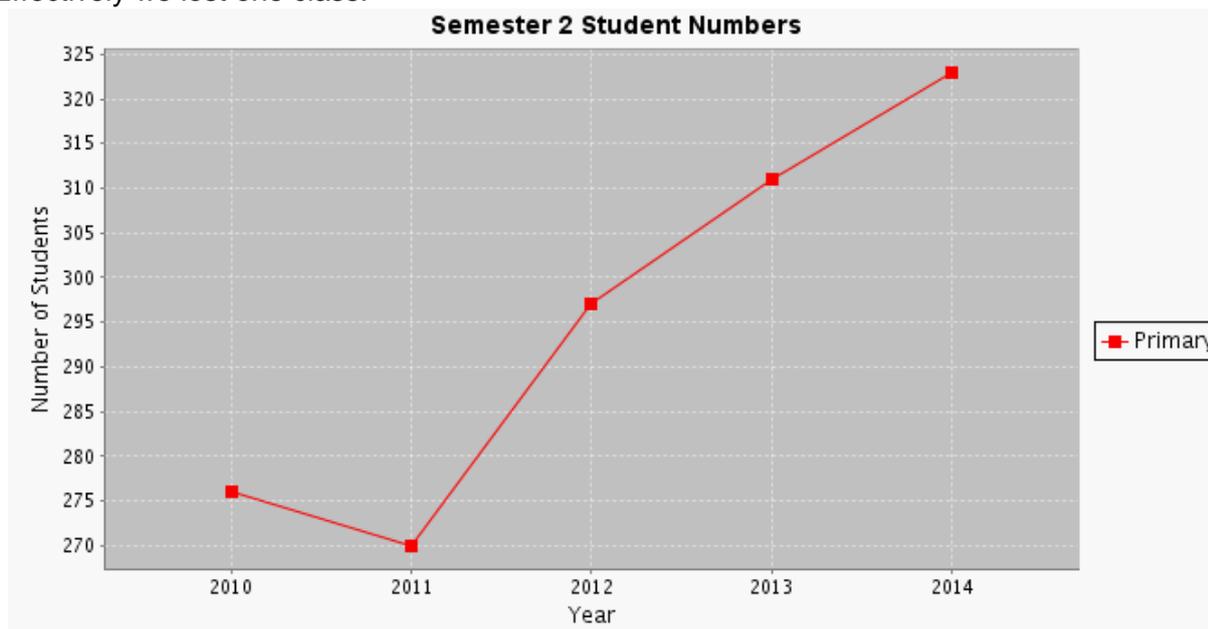
Student Leadership was greatly enhanced during 2014 with both Year 6 and 7 students graduating at the end of the year. Eight Student Councillors were elected with many roles and responsibilities to be taken on. More opportunities were created to enhance student leadership across the school. This included the Peer Mediation Program. One of the highlights for the Student Councillors was their attendance at a School Board meeting where they shared their roles and responsibilities with the board.



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 Administration managed the many significant changes to our funding model for 2015. With the exit of both the Year 6 and 7 cohort of students 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 up to experience increased enrolments over the coming years.

Facilities and Grounds

Craigie Heights Primary School established a Before and After School Care program in Term 2 of 2014. With the introduction of this commercial provider we are able to provide families the opportunity to access care for their children on the school site. This program also supports our school's finances.

In 2014 a Nature Play sub- committee was established to consider the implications of enabling a nature play space in the early childhood play area. This committee worked to see the installation of the Nature Play space in Term 3, 2014. Our hard working P&C committee supported this initiative with a donation of \$12,000.00 towards the final cost.

The ICT committee continued to ensure we met the needs of the school with the purchase of thirty new Laptops and another bank of I-Pads. Money continues to be placed in the ICT reserve account to ensure we can cover ongoing replacement costs particularly for Interactive Whiteboards.

School Board

The school board has supported the strategic direction of the school as outlined in the Business Plan. The 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 were three retirements from the school board during 2014 and this has resulted in a regeneration of the board, with our newly elected parent representatives offering skills which match the Business Plan direction in Science.

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

P&C

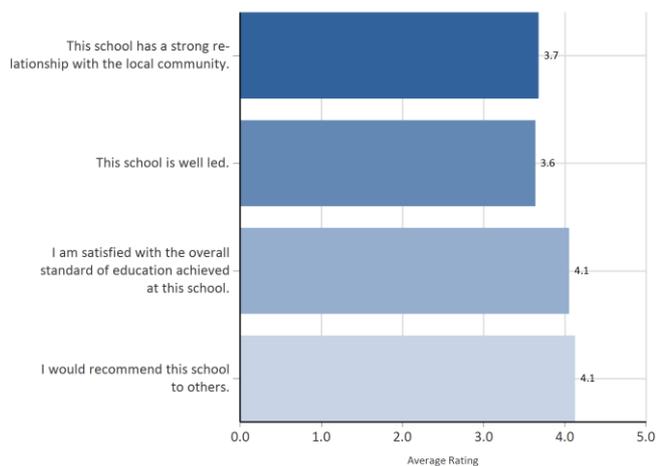
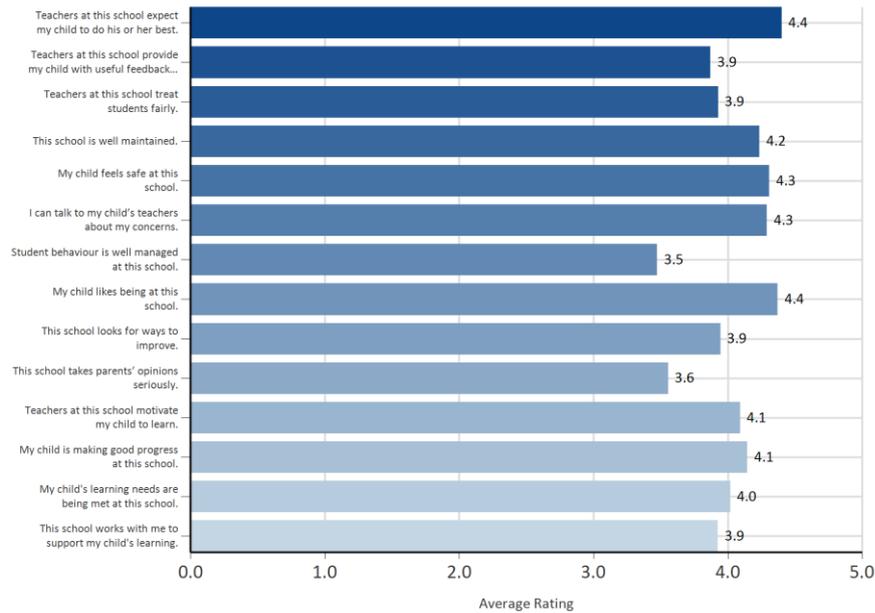
The Parents and Citizens association has worked tirelessly over the year in order to raise funds for improved playgrounds and resources. Their efforts have resulted in a new shade sail being erected, a nature playground completed outside the Early Childhood Block and funding support for the Bluearth and Athletics program. On behalf of the school community I thank the P&C Executive team, led by the P&C president Michelle Finlayson, for their contribution to our school and students.



Parent Survey

In 2014 parents, students and staff were invited to provide feedback on the school through the mandated National School Opinion Survey. Results from this survey have been compiled and on the whole, the survey reflects a high level of satisfaction from the community members that completed the survey. However caution is required when drawing conclusions as only 56 parents out of 255 families responded, which represents only 22% of parents. A summary of the results is below.

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



Areas of strength

- Teachers at this school expect my child to do his or her best (4.4)
- My child likes being at this school (4.4)

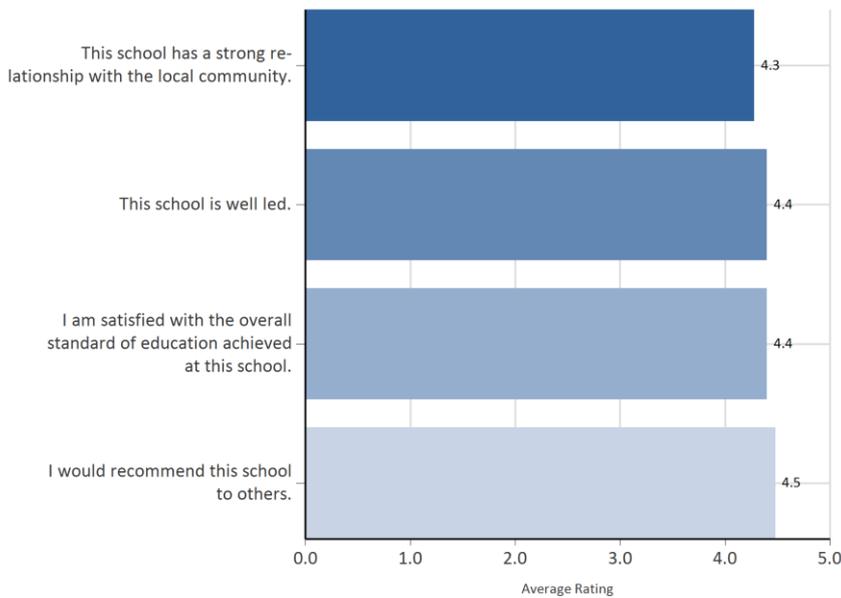
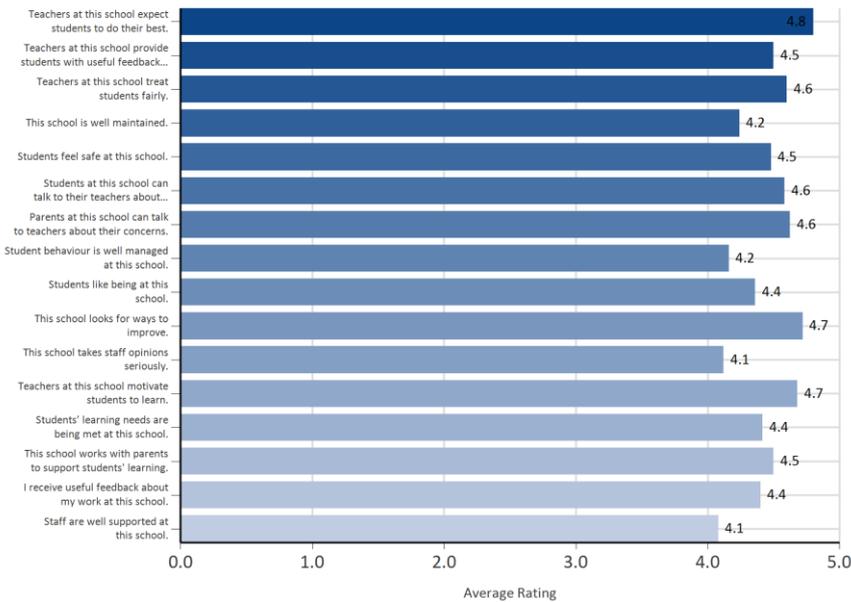
Areas to focus on

- Student behaviour is well managed at this school (3.5)
- The school takes parents' opinions seriously (3.6)

The implementation of the Positive Behaviour Support Program will support improvement in this area.

Staff Survey

29 Staff completed this survey representing 80% of the staff and overall the results reflect a very high level of satisfaction with the school and their work environment. The results are shown below.



Areas of strength

- Teachers at this school expect my child to do his or her best (4.8)
- The school looks for ways to improve (4.7)
- Teachers at this school motivate students to learn (4.7)

Areas to focus on

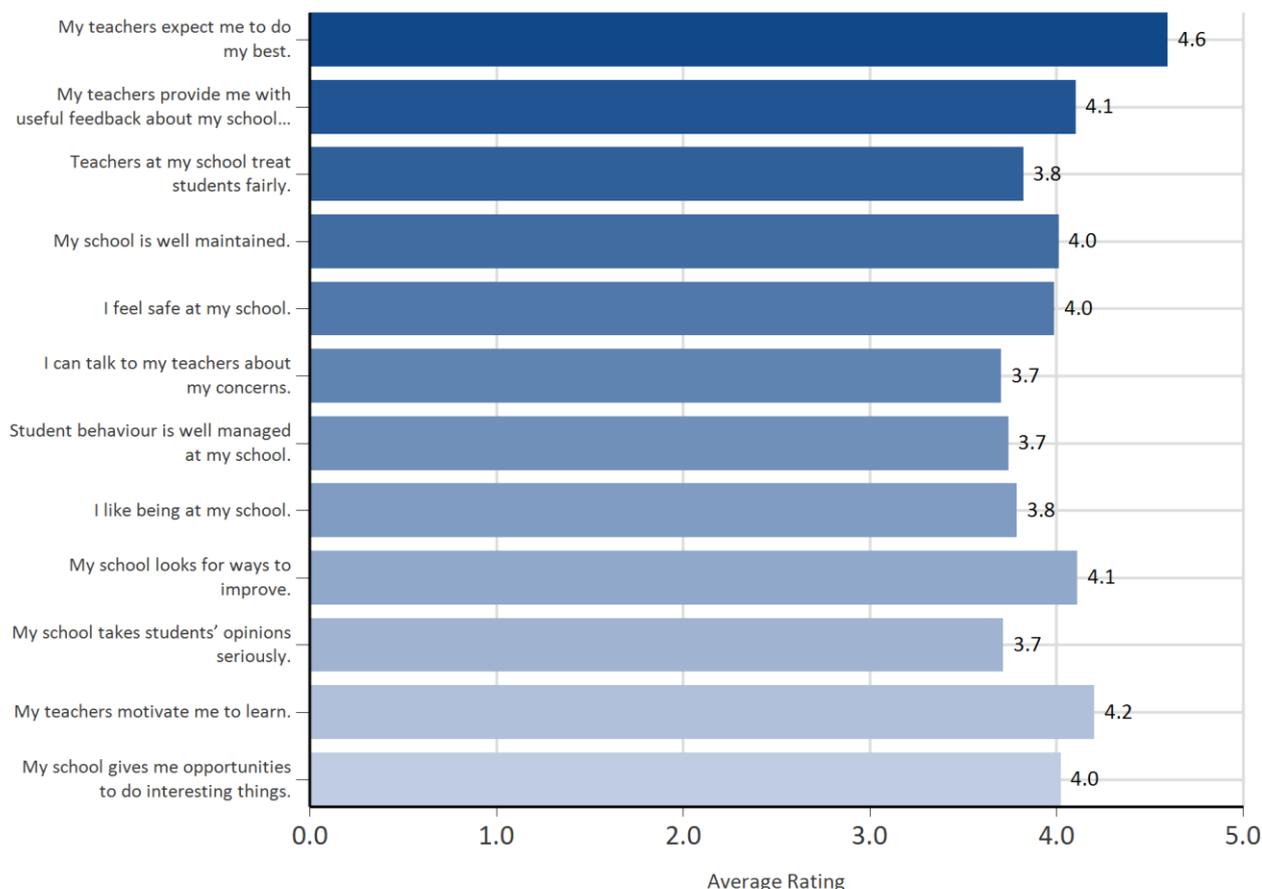
The two lowest scoring areas were:

- Staff are well supported at this school (4.1)
- The school takes staff opinions seriously (4.1)

No areas represented a score lower than 4 which is "agree". The aforementioned areas will however be addressed through PL in developing Staff Agreements and providing Coaching during 2015.

Student Survey

90 students from Year 5, 6 and 7 completed the survey representing 100% of the student population in this area. Overall the results reflect student satisfaction across all areas.



Areas of strength

- *My teachers expect me to do my best (4.8)*
- *The school looks for ways to improve (4.1)*
- *My teachers motivate me to learn (4.2)*
- *My teachers provide me with useful feedback about my school (4.1)*

Areas to focus on

The two lowest scoring areas were:

- *I can talk to my teachers about my concerns (3.7)*
- *The school takes students' opinions seriously (3.7)*
- *Student behaviour management is well managed at my school (3.7)*

Trends

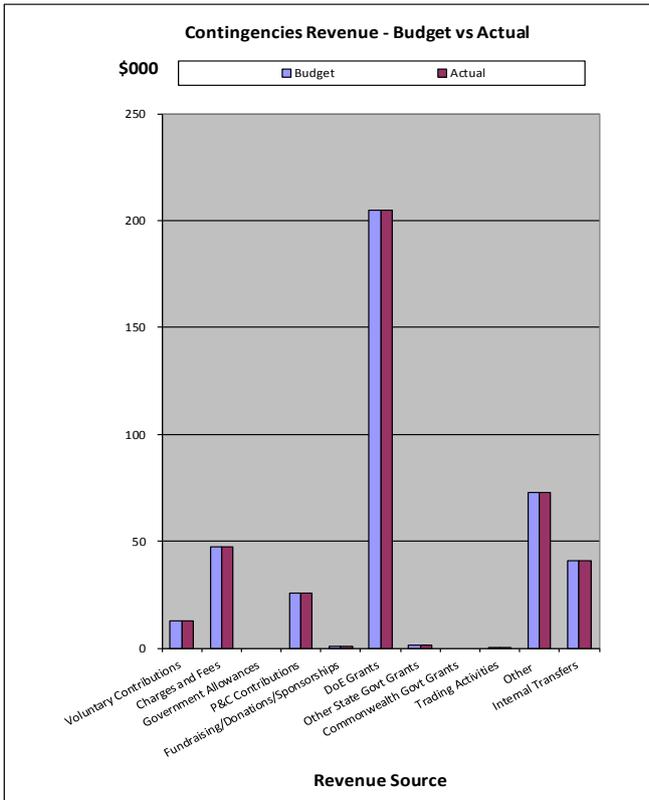
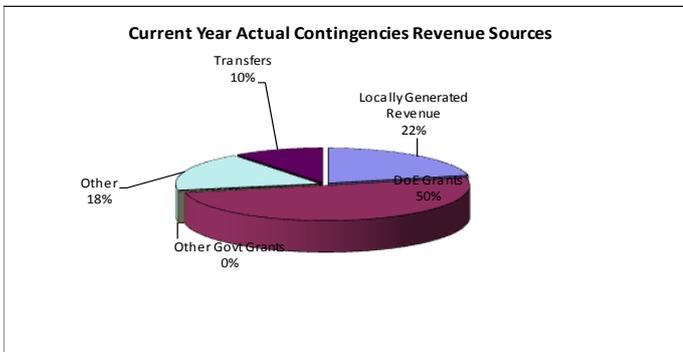
An overlay of the results was presented to the School Board and reflects that there are some common trends in the data. These relate to Behaviour Management and staff, parent and students' opinions being taken seriously. These areas are being addressed through the adoption of the PBS program, review of the Complaints Management Policy and development of staff and community agreements.

Other trends include as strengths that children are encouraged to do their best which is part of the school's vision statement and that the school looks for ways to improve students and that students are motivated to learn.

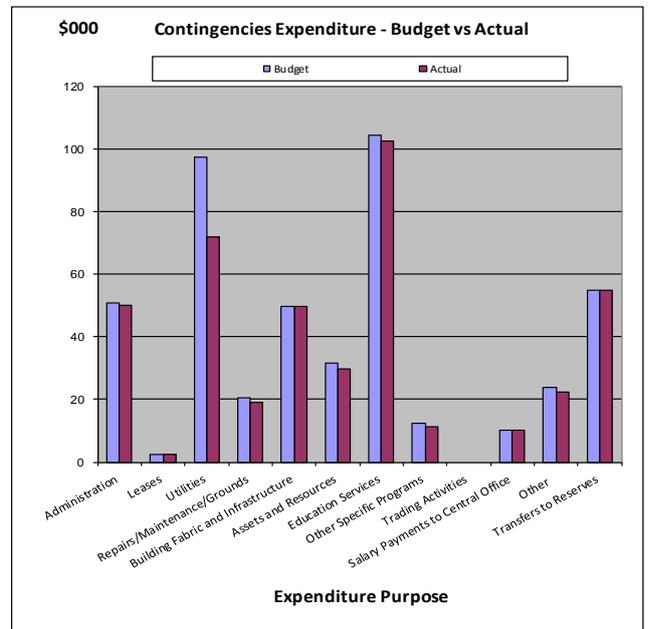
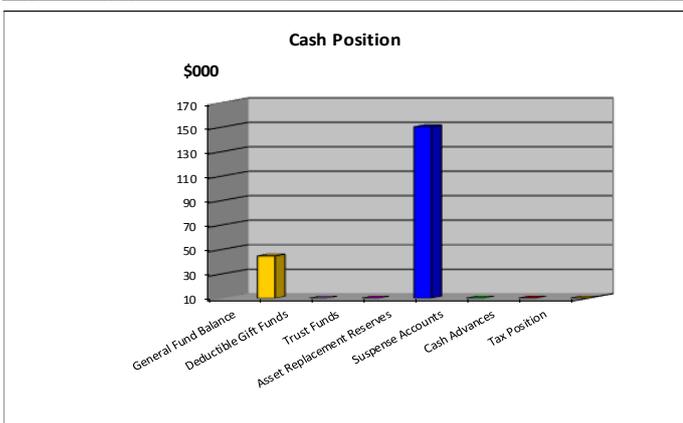
Craigie Heights Primary School
Financial Summary as at
31 December 2014



	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 12,880.00	\$ 12,879.50
2	Charges and Fees	\$ 47,242.00	\$ 47,241.74
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 25,909.00	\$ 25,908.73
5	Fundraising/Donations/Sponsorships	\$ 891.00	\$ 890.80
6	DoE Grants	\$ 204,598.00	\$ 204,598.49
7	Other State Govt Grants	\$ 1,500.00	\$ 1,500.00
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ 2.00	\$ 1.82
10	Other	\$ 72,588.00	\$ 72,587.82
11	Internal Transfers	\$ 41,088.00	\$ 41,088.44
	Total	\$ 406,698.00	\$ 406,697.34
	Opening Balance	\$ 61,784.00	\$ 61,783.80
	Total Contingency Funds Available	\$ 468,482.00	\$ 468,481.14
	Total Salary Allocation	\$ 1,115,000.00	\$ 1,115,000.00
	Total Funds Available	\$ 1,583,482.00	\$ 1,583,481.14



	Expenditure	Budget	Actual
1	Administration	\$ 50,910.00	\$ 50,139.20
2	Leases	\$ 2,255.00	\$ 2,254.32
3	Utilities	\$ 97,393.00	\$ 71,791.26
4	Repairs/Maintenance/Grounds	\$ 20,499.00	\$ 18,900.65
5	Building Fabric and Infrastructure	\$ 49,688.00	\$ 49,688.44
6	Assets and Resources	\$ 31,611.00	\$ 29,872.50
7	Education Services	\$ 104,361.00	\$ 102,534.04
8	Other Specific Programs	\$ 12,209.00	\$ 11,312.86
9	Trading Activities	\$ -	\$ -
10	Salary Payments to Central Office	\$ 10,000.00	\$ 10,000.00
11	Other	\$ 23,748.00	\$ 22,471.70
12	Transfers to Reserves	\$ 55,000.00	\$ 55,000.00
	Total Contingencies Expenditure	\$ 457,674.00	\$ 423,964.97
	Total Salary Expenditure	\$ 1,115,000.00	\$ 992,068.00
	Total Expenditure	\$ 1,572,674.00	\$ 1,416,032.97



Cash Position as at:	
Bank Balance	\$ 190,994.45
Made up of:	\$ -
1 General Fund Balance	\$ 44,516.17
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 150,115.38
5 Suspense Accounts	-\$ 480.10
6 Cash Advances	-\$ 200.00
7 Tax Position	-\$ 2,957.00
Total Bank Balance	\$ 190,994.45