



**Craigie
Heights
*Primary***

INDEPENDENT PUBLIC SCHOOL

ANNUAL

REPORT

2016



From the Principal

This 2016 Annual School Report outlines the commitment of the Craigie Heights Primary School community to providing a quality and caring education for all its students. It is an opportunity to celebrate achievements and reflect as a community on another successful year as an Independent Public School.

A new Delivery Performance Agreement (DPA) for 2016-2018 was negotiated and a Business Plan developed in conjunction with the staff and School Board. The DPA and Business Plan will provide the strategic direction of the school for these three years with guidelines for rigorous and informed school self-assessment and action that form the basis of this report.

The Craigie Heights Primary School community continues to build a culture that is focused on the development of the whole child. A good example of this begins right from the start in Kindy when the school funds an Occupational Therapist and Speech Pathologist to screen all students - ensuring that they are given the very best start to their education at school.

There is balance between pastoral care and values whilst striving to achieve high academic standards. The school demonstrates a strong sense of community and is consistently recognised as a friendly, safe place for children to thrive. We are proud of the growth of trust which forms the basis of effective relationships and appreciate the large number of parents who are willing to work with staff to address any concerns and celebrate the many successes. Our school vision, centred on harmony, is a key focus every day.

Once again our analysis of standardised tests points to significant value adding as students move through the school and we attribute this to the case management approach for all students who need support or extension. Teacher action comes from this analysis as does the comprehensive range of professional learning opportunities provided for all staff.

As an IPS school, Craigie Heights Primary School is experienced in operating flexibly within a one-line budget. Additional resources were allocated to provide more literacy support and to upgrade play areas to provide a stronger link to nature and creative play.

During 2016, there was a change to the school administration with the temporary movement of Mrs Shannon Pearce to the Institute of Professional Learning and her role was very ably performed by Mrs Amanda Robinson. There was also a change to the School Board with Mr Darren Ellis bringing a business focus to the position of Board Chairperson and I appreciate the support generously offered.

I continue to be thankful for the wonderful contribution that parents make to this school, particularly the P&C which is so capably led by Mrs Narelle Pugh. The "Just One Thing" initiative had so many people putting up their hands to support the school in myriad ways and it was an outstanding success. If you didn't get the call in 2016, we'd love to see you in 2017.

Ms Jen Graffin Principal



OUR VISION



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

Context

Craigie Heights Primary School is an Independent Public School catering for around 360 students and has an Index of Community Socio-Educational Advantage of 1035, placing the school in the third decile of the Australian population. The average Australian ICSEA is 1000. The school has 9.9% of its students with an identified disability, 3% are recognised as of Aboriginal or Islander descent, 1% have English as an additional language and there is transience of 11.8%.

Community involvement and support for the school is high.



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.



One Big Voice – School Choir

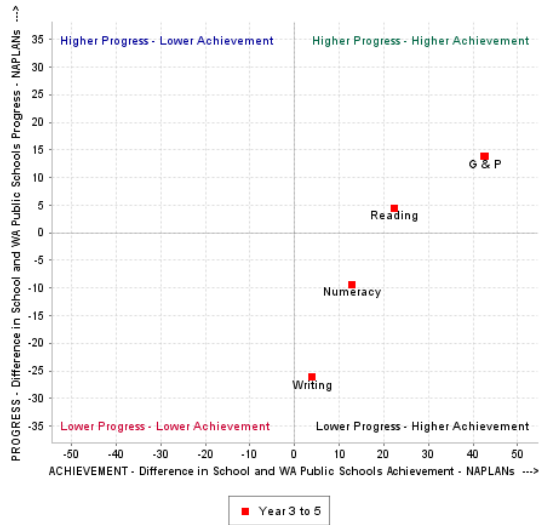


Anzac Day Service



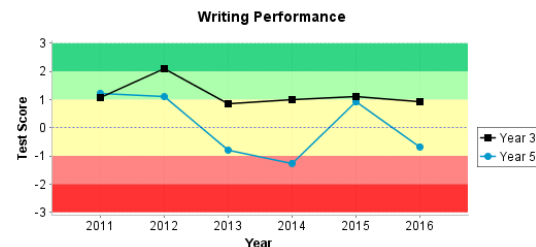
Year 6 School Camp

Progress Against Priorities - Success For All Students

Target	Evidence	Recommended Action
<p>We aim for high progress and high achievement from Year 3 to Year 5</p>	<p style="text-align: center;">Student Progress and Achievement Compared with WA Public Schools NAPLAN Numeracy, Reading, Writing and Grammar & Punctuation Year 3 2014 to Year 5 2016</p>  <p>Strengths This graph shows strong achievement and strong progress in Grammar, Punctuation and Reading. Students with a disability and students identifying as Aboriginal are well catered for through tailored planning, expert teaching and support provided by Education Assistants and volunteers.</p> <p>Concerns Whilst Numeracy and Writing show good achievement compared to WA Public schools the progress from Year 3 to Year 5 is not as strong and will be a focus in 2017.</p>	<ul style="list-style-type: none"> • Strengthen the use of evidence to drive planning for groups and individuals at all levels of achievement using the “Diamond Planning” model. • Further embed Visible Learning processes. • Analyse data collected by the school (ACER) to strengthen teacher action. • Maintain the level of resourcing and processes to meet the needs of Students at Educational Risk.

Writing

Continue to achieve equivalent to or above the Australian School Mean in NAPLAN



Australian Mean	CHIPS Mean	
421	436 Target met	Year 3
476	469	Year 5

Strengths

Year 3 students performed very well compared to like schools and achieved a Mean score above the Australian schools mean.

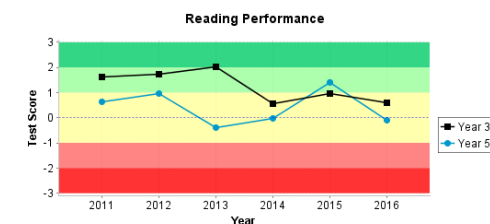
Concerns

Year 5 trend has been erratic over five years and should be steadied through consistent approaches across the school.

- Implement Talk4Writing as a whole school approach.
- Build the capacity of teacher leaders in Talk4Writing for each cluster.
- Maintain a strong, whole school focus on developing the writing process and engagement.
- Implement Brightpath Writing moderation tool across the school.

Reading

Continue to achieve equivalent to or above the Australian School Mean in NAPLAN



Australian Mean	CHIPS Mean	
426	436 Target met	Year 3
502	497	Year 5

Strengths

Reading performance relative to Like schools is positive and the Year 3 Mean Score was greater than that of all Australian schools. The Year 5 cohort is performing within the expected range compared to Like Schools.

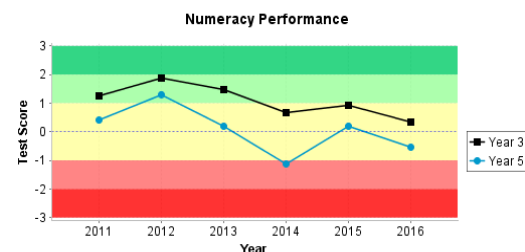
Concerns

There is a slight downwards trend that should be arrested.

- Continue to provide support to low progress readers through Multilit and Minilit.
- Continue the whole school reading focus through Literacy Pro and the Holiday Reading Challenge.

Numeracy

Continue to achieve equivalent to or above the Australian School Mean in NAPLAN



Australian Mean	CHIPS Mean	
402	410 Target met	Year 3
493	488	Year 5

Strengths

The Year 3 cohort has achieved above the Australian School Mean and is performing well against Like Schools. The Year 5 cohort is performing within the expected range compared to Like Schools.

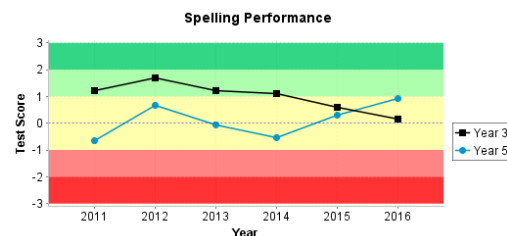
Concerns

The slight downwards trend for Year 3 and Year 5 should be arrested.

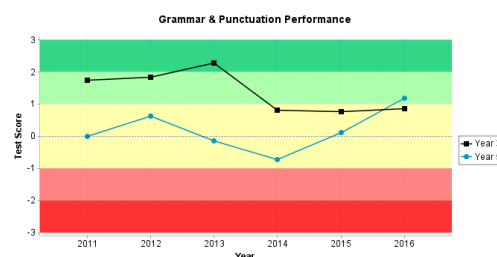
- Identify through data analysis, specific areas in maths for individuals and groups to focus on.
- Continue to focus on problem solving approaches and open-ended tasks that provide opportunities for all students.
- Identify teacher leaders to drive further improvement in Maths.
- Continue to support the resourcing of leadership time, online resources and new initiatives.

Spelling/Grammar/Punctuation

Increase the positive gap between CHIPS and Like Schools in NAPLAN



Australian Mean	CHIPS Mean	
420 Target met	420 Target met	Year 3
493	514 Target met	Year 5



Australian Mean	CHIPS Mean	
436	458 Target met	Year 3
505	530 Target met	Year 5

Strengths

Both Year 3 and Year 5 increased the positive gap between CHIPS and Like Schools. There has been a very strong upward trend in these areas for Year 5 over the last two years. Year 3 has maintained a steady trajectory for two years in Grammar and Punctuation.

Concerns

The downward trend in Spelling for Year 3 should be arrested.

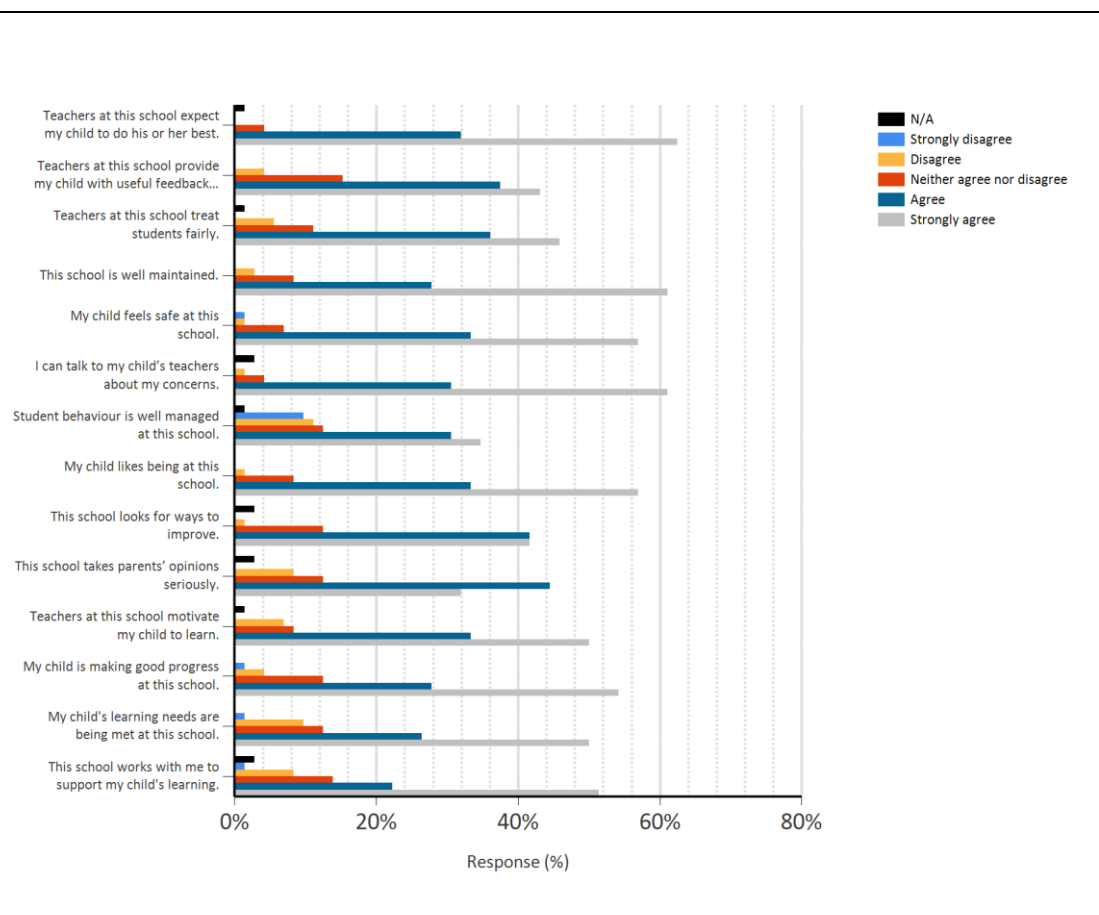
- Maintain current focus on synthetic phonics in the early years.
- Maintain the explicit teaching of spelling, grammar and punctuation.

<p>Social Emotional Well-Being</p> <p>Improve the positive emotions and social skills of students</p>	<p>ACER Findings See Appendix 1 The ACER (PAT) on-line Social-Emotional Wellbeing (SEW) Survey was first undertaken in October (Term 4) 2016, by students from Year 1 – 5.</p> <p>Strengths: Students in Years 1, 2 & 3 scored above the national mean. The survey indicates that the main areas of strength are the Learning and Emotional skills areas.</p> <p>Concerns: Students in Years 4 & 5 scored below the national mean. The survey indicates that the main area of concern is the Emotional skills area.</p>	<ul style="list-style-type: none"> • Implement the PATHS (Promoting Alternative Thinking Strategies) curriculum to complement PBS in 2017. • Conduct a follow-up ACER SEW Survey in Term 4 (October) 2017. • 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.
--	---	---

<p>On Entry Assessment Pre-Primary</p> <p>Increase the percentage of students achieving Standard 1 by the end of Pre Primary</p>	<p>Percentage of students achieving Standard 1 or above at the end of year:</p> <table><tr><td></td><td>2015</td><td>2016</td></tr><tr><td>Speaking and Listening</td><td>71%</td><td>67%</td></tr><tr><td>Reading</td><td>86%</td><td>83%</td></tr><tr><td>Writing</td><td>43%</td><td>48%</td></tr><tr><td>Numeracy</td><td>90%</td><td>93%</td></tr></table> <p>Strengths The percentage of students achieving Standard 1 in Writing and Numeracy increased by 5% and 3% respectively.</p> <p>Concerns The decrease in the percentage of students achieving Standard 1 in Speaking and Listening as well as Reading.</p>		2015	2016	Speaking and Listening	71%	67%	Reading	86%	83%	Writing	43%	48%	Numeracy	90%	93%	<ul style="list-style-type: none">• Implementation of the Talk 4 Writing process to develop students' Oral Language and Writing in 2017.• Introduce the use of Brightpath Oral Narrative ruler to assess students and identify key teaching points in 2017.• Review the assessment and referral process to Occupational and Speech Therapy.• Introduce Mini-Lit into Pre-primary during Semester 2.• Continue to develop Individual Education Plans.• Continue to develop intentional play-based learning in Literacy and Numeracy.					
	2015	2016																				
Speaking and Listening	71%	67%																				
Reading	86%	83%																				
Writing	43%	48%																				
Numeracy	90%	93%																				
<p>Attendance</p> <p>Improve regular attendance and reduce the number of students in each risk category</p>	<p>Percentage of students in each attendance category:</p> <table><tr><td></td><td>% of Attendance</td><td>2015</td><td>2016</td></tr><tr><td>Regular</td><td>≥90</td><td>78.5%</td><td>74%</td></tr><tr><td>Indicated</td><td>80 to <90</td><td>15.5%</td><td>18.5%</td></tr><tr><td>Moderate</td><td>60 to <80</td><td>4%</td><td>6</td></tr><tr><td>Severe</td><td><60</td><td>2%</td><td>1.5%</td></tr></table> <p>Strengths A slight decrease in the percentage of students with attendance categorised as 'severe'.</p> <p>Concerns A decrease in the percentage of students with an attendance rate of 90% or above.</p>		% of Attendance	2015	2016	Regular	≥90	78.5%	74%	Indicated	80 to <90	15.5%	18.5%	Moderate	60 to <80	4%	6	Severe	<60	2%	1.5%	<ul style="list-style-type: none">• Make use of the new Department's Attendance Toolkit.• Continue to work with families and agencies to improve attendance of identified students.• Continue to case manage students in the severe and moderate attendance categories.
	% of Attendance	2015	2016																			
Regular	≥90	78.5%	74%																			
Indicated	80 to <90	15.5%	18.5%																			
Moderate	60 to <80	4%	6																			
Severe	<60	2%	1.5%																			

<p>Teacher Judgements:</p> <p>See APPENDIX 2</p> <p>Grade Allocations: This is a comparison between Semester grades in English & Maths and the NAPLAN score for Year 3 & 5 students.</p> <p>Attitude Behaviour and Effort (ABE):</p>	<p>Strengths:</p> <p>In general, the percentage of students with a NAPLAN score higher/lower than their semester 2 grades is lower than in semester 1. (Table above).</p> <p>In Year 5, the percentage of students allocated a grade below/above their grade in Maths & English, decreases from semester 1 to 2. This implies an improved grade/NAPLAN alignment.</p> <p>Concerns:</p> <p>In Year 3, the percentage of students allocated a grade below their grade in Maths & English (Writing), increases from semester 1 to 2.</p> <p>In Year 3, the percentage of students allocated a grade above their grade in Maths & English, decreases from semester 1 to 2. However, the overall percentage is significant, especially in English (Writing).</p> <p>No interpretation of this data has been undertaken prior to 2016.</p>	<ul style="list-style-type: none"> • Develop a school line of inquiry for Grade allocations (NAPLAN alignment). • Implement a Writing moderation PL strategy with all teachers. • Undertake 'Talk 4 Writing' PL for cluster leaders in 2017. • Use NAPLAN results to moderate teacher grade allocations. • Develop a school line of inquiry for ABE allocations. • Develop a consensus approach to ABE allocations, through planned teacher moderation and consensus activities in semester 1, 2017.
<p>Engagement -Suspensions</p>	<p>Strengths</p> <p>The suspension rate sits at 1.7% of all students which is low. 97% of students behave positively all year and a system of valued rewards recognises their efforts.</p> <p>Concerns</p> <p>A small number of bullies were identified mid 2016 and plans were enacted to improve their behaviour and support a small number of self identified victims.</p>	<ul style="list-style-type: none"> • Continue to build strong, positive relationships between staff, parents and students in order to boost social problem solving. • Continue to create a positive learning environment. PBS/PATHS

Parent, Staff and Student Satisfaction National Opinion Survey 2016 (Taken every even year.)



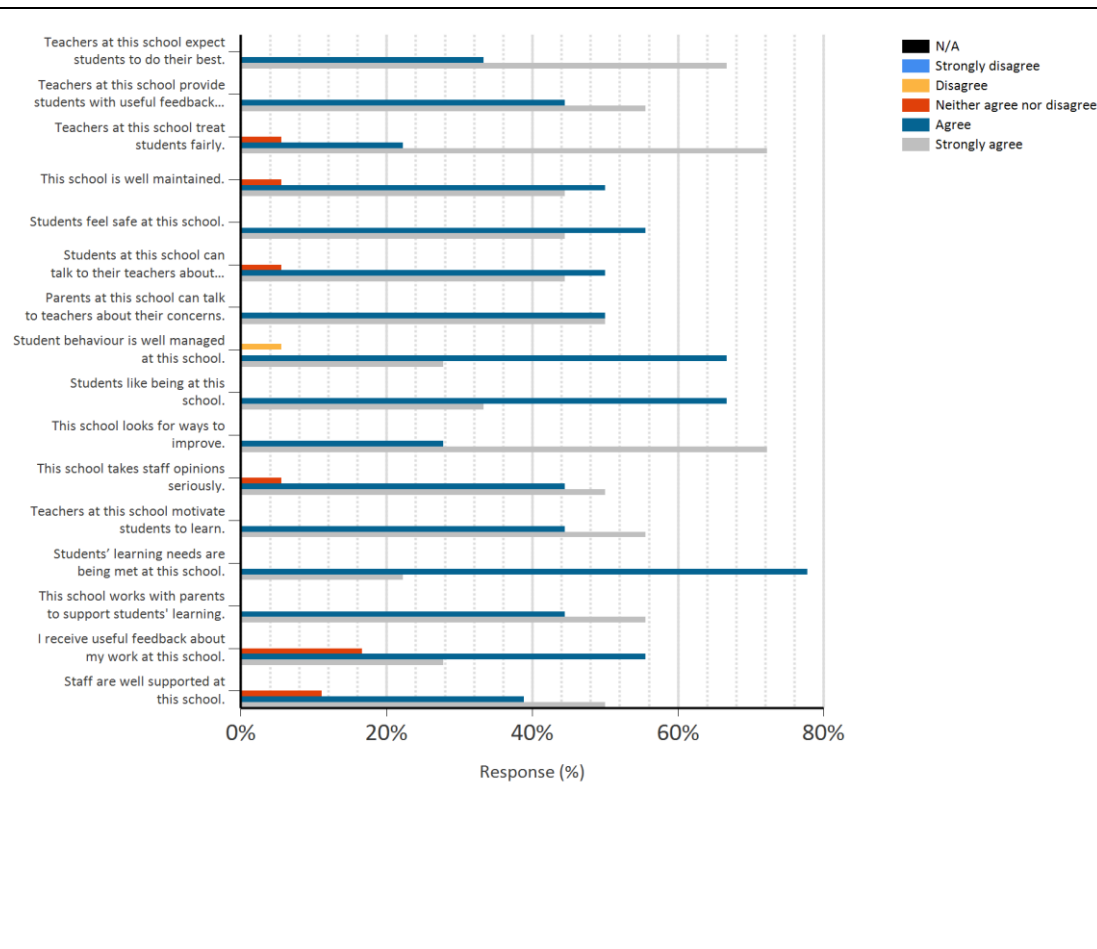
Parent Survey

- 72 parents out of 250 families responded online.
- There was a very positive response overall but especially to items pertaining to teachers expecting students to do their best and being approachable, school maintenance and student safety.
- The highest negative response indicated concern about behaviour management. There was a class experiencing difficulty at the time of survey.

Action

- Continue to develop and communicate the Positive Behaviour Support strategy and build social/emotional intelligence and resilience through the Promoting Alternative Thinking Program. (PATHS).

-Communicate these strategies to parents through meetings, newsletters and the School Board.



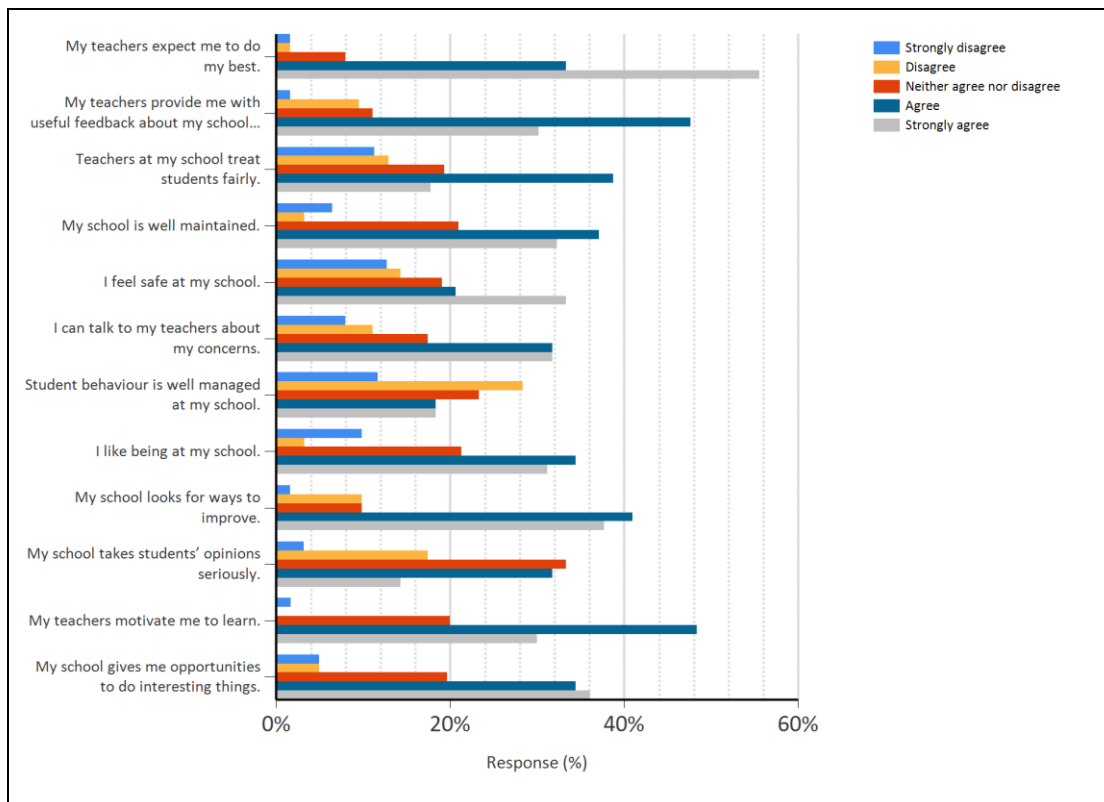
Staff Survey

- 18 staff out of 25 responded online.
- There was a very large positive response overall to the majority of items. There is a very strong opinion amongst staff that students learning needs are met and students are safe and well managed.
- There was one negative response to the item about how behaviour is managed in the school.

Action

-Celebrate and promote the strengths of the school with the community.

-Continue to work with all staff to ensure a consistent process is followed for PBS.



Student Survey

- 63 Year 5 and 6 students completed the survey online.
- The most positive responses were around teachers expecting the best from students, providing them with useful feedback and motivating them to learn.
- The most negative responses were concerned with feeling safe at school and the way behaviour was managed

Action

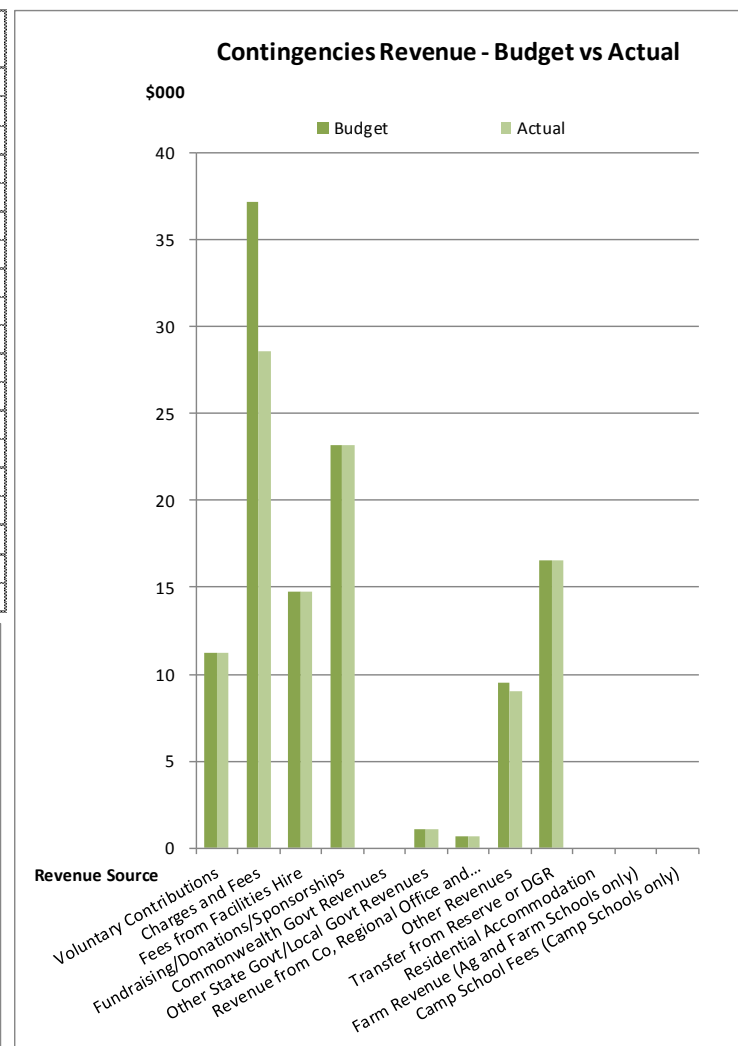
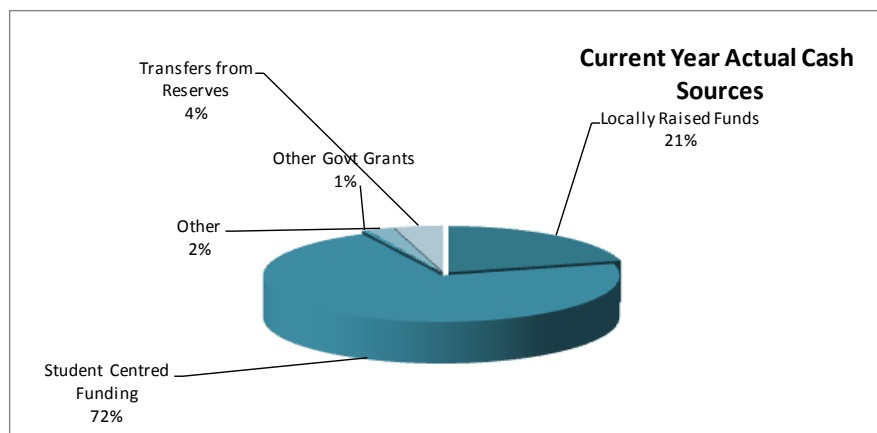
-A follow up survey revealed that many students felt unsafe on the way to school and a small number of bullies were identified and followed up. A Safety House program to be investigated with the P&C.

-Strong Anti-Bullying messages to be built into PBS and communicated to all stakeholders.

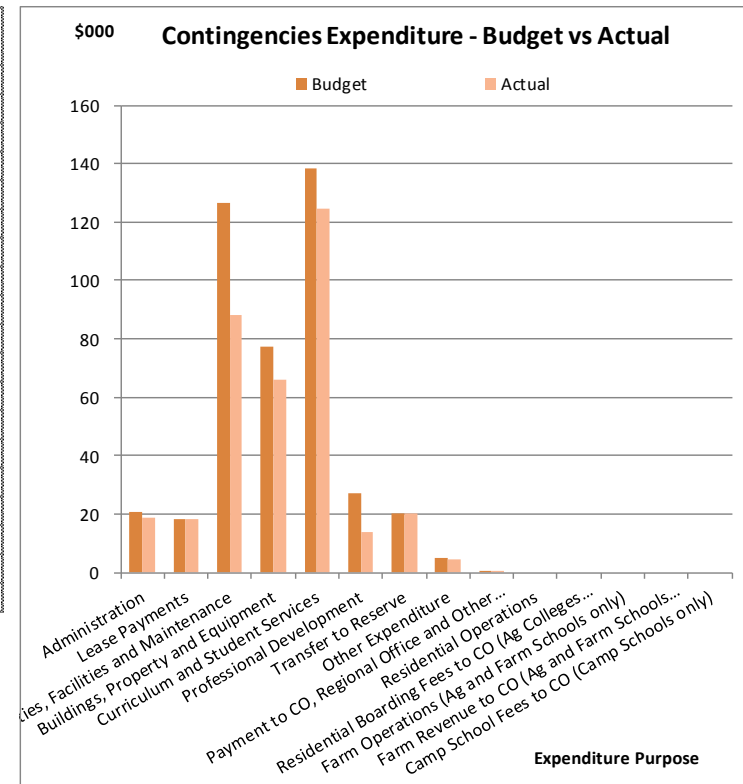
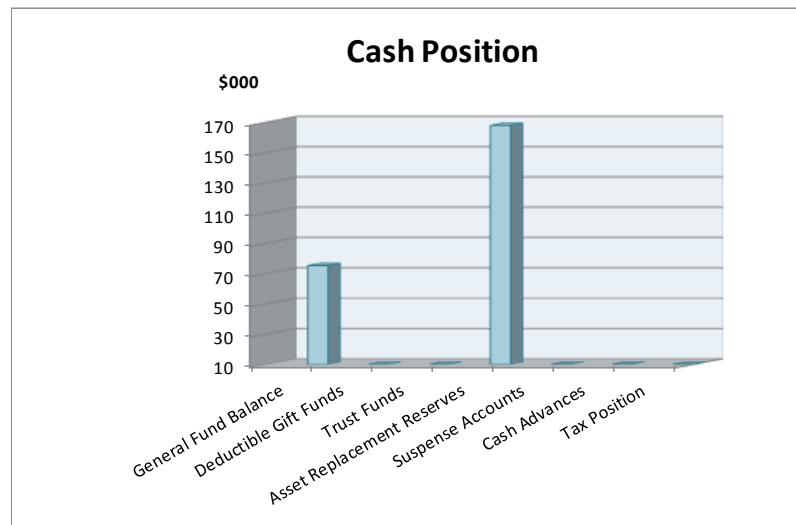
Craigie Heights Primary School

Financial Summary as at 31 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 11,209.00	\$ 11,208.50
2	Charges and Fees	\$ 37,135.00	\$ 28,611.36
3	Fees from Facilities Hire	\$ 14,772.00	\$ 14,772.71
4	Fundraising/Donations/Sponsorships	\$ 23,187.00	\$ 23,186.92
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,050.00	\$ 1,050.00
7	Revenue from Co, Regional Office and Other Schools	\$ 681.00	\$ 681.44
8	Other Revenues	\$ 9,487.00	\$ 8,986.64
9	Transfer from Reserve or DGR	\$ 16,573.00	\$ 16,573.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 114,094.00	\$ 105,070.57
	Opening Balance	\$ 57,710.00	\$ 57,710.79
	Student Centred Funding	\$ 266,557.00	\$ 266,556.90
	Total Cash Funds Available	\$ 438,361.00	\$ 429,338.26
	Total Salary Allocation	\$ 2,988,393.00	\$ 2,988,393.00
	Total Funds Available	\$ 3,426,754.00	\$ 3,417,731.26



	Expenditure	Budget	Actual
1	Administration	\$ 20,803.00	\$ 18,561.61
2	Lease Payments	\$ 18,453.00	\$ 18,432.56
3	Utilities, Facilities and Maintenance	\$ 126,615.00	\$ 88,165.68
4	Buildings, Property and Equipment	\$ 77,501.00	\$ 66,168.21
5	Curriculum and Student Services	\$ 138,332.00	\$ 124,512.94
6	Professional Development	\$ 27,000.00	\$ 13,742.29
7	Transfer to Reserve	\$ 20,000.00	\$ 20,000.00
8	Other Expenditure	\$ 5,052.00	\$ 4,314.03
9	Payment to CO, Regional Office and Other Schools	\$ 190.00	\$ 190.00
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	\$ 433,946.00	\$ 354,087.32
	Total Forecast Salary Expenditure	\$ 2,921,621.00	\$ 2,921,621.00
	Total Expenditure	\$ 3,355,567.00	\$ 3,275,708.32
	Cash Budget Variance	\$ 4,415.00	



Cash Position as at:	
Bank Balance	\$ 242,242.16
Made up of:	
1 General Fund Balance	\$ 75,250.94
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 167,744.38
5 Suspense Accounts	\$ 364.84
6 Cash Advances	\$ -
7 Tax Position	\$ 1,118.00
Total Bank Balance	\$ 242,242.16

APPENDIX 1

ACER (PAT): Social-Emotional Wellbeing (SEW) Survey: Results (2016) ±10%

ACER:	Year 1		Year 2		Year 3		Year 4		Year 5	
SEW Score:	CHPS	Aust. Sch.	CHPS	Aust. Sch.	CHPS	Aust. Sch.	CHPS	Aust. Sch.	CHPS	Aust. Sch.
MEAN:	122.9	118.6	123	118.6	121.8	118.6	114.4	118.6	113.3	118.6
Overall Summary of Social-Emotional Wellbeing:										
Level 6 (High)	0%	3.6%	7.1%	3.6%	10.4%	3.6%	2.7%	3.6%	0%	3.6%
Level 5	52.3%	33.8%	33.3%	33.8%	43.6%	33.8%	32.4%	33.8%	25%	33.8%
Level 4	36.4%	28.8%	45.2%	28.8%	12.8%	28.8%	29.7%	28.8%	25%	28.8%
Level 3	11.4%	20.4%	9.5%	20.4%	15.4%	20.4%	10.8%	20.4%	12.5%	20.4%
Level 2	0%	11%	4.8%	11%	15.4%	11%	10.8%	11%	34.4%	11%
Level 1 (Low)	0%	2.3%	0%	2.3%	2.6%	2.3%	13.5%	2.3%	3.1%	2.3%
Indicators of Social-Emotional Wellbeing:										
High	52.3%	41.9%	57.1%	41.9%	61.5%	41.9%	54.1%	41.9%	25%	39.2%
Moderate	47.7%	42.7%	40.5%	42.7%	25.6%	42.7%	24.3%	42.7%	37.5%	36.7%
Low	0%	15.4%	2.4%	15.4%	12.8%	15.4%	21.6%	15.4%	37.5%	24.2%
Emotional Skills:										
High	59.1%	39.2%	45.2%	39.2%	61.5%	39.2%	27%	39.2%	25%	39.2%
Moderate	38.6%	36.7%	47.6%	36.7%	12.8%	36.7%	37.8%	36.7%	37.5%	36.7%
Low	2.3%	24.2%	7.1%	24.2%	25.6%	24.2%	35.1%	24.2%	37.5%	24.2%
Social Skills:										
High	79.5%	57.2%	71.4%	57.2%	56.4%	57.2%	62.2%	57.2%	56.3%	57.2%
Moderate	20.5%	25.8%	19%	25.8%	28.2%	25.8%	18.9%	25.8%	25%	25.8%
Low	0%	17%	9.5%	17%	15.4%	17%	18.9%	17%	18.8%	17%
Learning Skills:										
High	77.3%	49.2%	64.3%	49.2%	61.5%	49.2%	51.4%	49.2%	31.3%	49.2%
Moderate	18.2%	31%	31%	31%	17.9%	31%	18.9%	31%	34.4%	31%
Low	4.5%	19.8%	4.8%	19.8%	20.5%	19.8%	29.7%	19.8%	34.4%	19.8%

Green indicates positive result Red indicates cause for concern

APPENDIX 2

Craigie Heights Primary School

NAPLAN Alignment to Grade Allocations

2016 (Semester 1)					2016 (Semester 2)				
Students / (%) of students with alignment results	Alignment Result		Results not Aligned		Students / (%) of students with alignment results	Alignment Result		Results not Aligned	
	WA Public School (WAPS Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *

Year 3

Mathematics / Numeracy	41 (95%)	63% (11%)	63% (At)	10%	27% (37%)	42 (93%)	66% (10%)	73% (7% Above)	17%	10% (27%) – 10%
English / Reading	41 (95%)	63% (11%)	62% (1% Below)	0%	38% (38%)	42 (93%)	69% (11%)	72% (3% Above)	5%	23% (28%) – 10%
English / Writing	41 (95%)	46% (13%)	37% (9% Below)	5%	59% (64%)	42 (93%)	55% (12%)	46% (9% Below)	5%	49% (54%) – 10%

Year 5

Mathematics / Numeracy	39 (97%)	63% (10%)	64% (1% Above)	23%	13% (36%)	36 (97%)	63% (11%)	67% (4% Above)	19%	14% (33%) – 3%
English / Reading	39 (97%)	64% (10%)	55% (9% Below)	13%	32% (45%)	36 (97%)	67% (11%)	83% (16% Above)	9%	9% (18%) – 27%
English / Writing	39 (97%)	65% (9%)	51% (14% Below)	31%	18% (49%)	36 (97%)	66% (9%)	78% (12% Above)	19%	3% (22%) – 27%