



Churchlands  
*Primary School*



*Resilience Engage Respect Excel*

# ANNUAL REPORT 2021





## Resilience Engage Respect Excel

### PRINCIPAL'S REPORT

KIM FRASER

Welcome to the Churchlands Primary School Annual Report 2021.

We continued to be challenged by COVID-19 throughout the year however with these challenges came many wonderful opportunities. We have become very adept at modifying and adjusting teaching and learning and community engagement to ensure our students are provided every opportunity to actively engage in an exceptional learning environment.

2021 again saw exceptional community support as we all worked through the many changes that were required of us. We extend our sincere gratitude to the staff, students and families as we continued to build on our resilience as a community and work together

to value and be grateful for the wonderful things we have at CPS.

The School Board were again a great support and continued to engage with the school to support not only to governance arm of the school but also to support the Executive, staff and CPS families.

The Parents and Citizens (P & C) worked around the constant changes to implement all planned events as they have in the past. With a collaborative approach and commitment of the many P & C volunteers, the students and families were rewarded with lots of wonderful experiences.

We are committed to continuous review of our learning environment that embeds our vision of Respect, Resilience, Engage and Excel. We continue to be responsive to System, school, and wider community perspectives.

Churchlands Primary School was acknowledged by the Department of Education Director-General Lisa Rodgers and the Hon Minister for Education, Sue Ellery for its high academic performance in 2021. This is testament of the exceptional quality teaching and learning at CPS.



WA DEPARTMENT OF EDUCATION  
RECOGNITION OF ACADEMIC EXCELLENCE 2021

# SCHOOL OVERVIEW



Churchlands Primary School (CPS), established in February 1965, continues to grow as an exemplary Independent Public Primary School with over 450 students from Kindergarten to Year 6 and representing 47 nationalities.

The school's focus and direction are to provide all students with quality educational and social experiences in an environment where they are inspired and skilled to achieve their personal best with the confidence to recognise and grasp opportunities throughout their lives.

Being a Positive Behaviour Support School (PBS) since 2021, our four values of *Respect, Resilience, Engage, Excel* aligns our directions and focus on the whole child.

The school's Business Plan has been developed and subsequently implemented in line with the Department's strategic directions. The priority areas of the Business Plan include; successful students, excellence in teaching, learning and leadership, and strong community partnerships. Themes underpinning these priorities include: developing the whole child, quality teaching practices, a focus on effective feedback – for students and staff, health and emotional well-being.

The school grounds are spacious and attractive featuring nature playgrounds, tennis and basketball courts, a large oval which are used by many external sporting groups

and for the community's recreational purposes, before and after school.

We have a strong focus on STEAM (Science, Technology, Engineering, Arts, Maths) with these subjects being integrated into daily teaching and learning activities. CPS has a BYOD (Bring Your Own Device) program. Digital Technology plays an integral and integrated role across all learning areas and year levels. There is a well-developed and celebrated music program with most middle and upper students receiving specialised tuition in wind, strings, or brass instruments and participating in the choir, orchestra or Hotnotes band. The Visual Arts program incorporates many community art projects. Drama is a specialised program designed to enhance students' confidence and creativity. CPS is renowned for its Sustainability and Environmental programs with the program being embedded across the school.

The School Board is a proactive team and acts as the governing body focused on improving student outcomes. The school and P&C enjoy a proactive partnership and work together to resource programs and projects and build open and transparent communications with the school community.

We are committed to continuous review of our learning environment that embeds our vision of *Respect, Resilience, Engage and Excel*. We continue to be responsive to System, school, and wider community perspectives.



# BOARD CHAIR'S REPORT

NICK PAYNE

The 2021 school year turned out to be an almost normal school year with only minor COVID-19 disruptions, thankfully! This allowed the School Board to have a normal year and progress several initiatives, along with conduct the usual School Board activities.

The School Board has been focused the past two years on assisting the school with acquiring and developing the vacant land adjacent to school to improve parent and staff parking and the Kiss and Drop area. Progress is slowly being made and the Board is hopeful that more firm plans will be developed in 2022. The School Board has also been active in trying to reduce the traffic congestion along Cromarty Road by engaging with the City of Stirling and our local member Christine Tonkin.

Throughout the year the School Board endorsed the Annual School Budget, Contributions and Charges and Annual Report.

Also, during the year, the School Board and P&C started a process to work more collaboratively to improve outcomes for the school.

This has seen greater information sharing and coordination of plans and a greater understanding of each other's activities and goals. The School Board looks forward to continuing this collaboration into 2022.

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**THE SCHOOL IS A  
FANTASTIC SCHOOL  
WITH GREAT TEACHERS  
AND CULTURE.**

Parent response,  
2021 National School Opinion  
Survey

The parent survey that was conducted during the year had an excellent level of engagement. A major area identified as requiring further review was the methods and frequency of communication to the school community by the Board. This resulted in the development of a School Board Communication Strategy and has seen the Board endeavor to improve communication. This is ongoing into 2022.

Lastly, the School Board successfully held an election for a new Board Member with Jane Hedley being elected as

your new member. The Board thanks Natalie Romano for her significant contribution to the Board over the past two years.

The Board was encouraged by the number and quality of applicants and the amount of votes cast and interest in the election.

The School Board thanks the Churchlands Primary School community for your continued support during 2021 and looks forward to representing and working with the community in 2022.



# P & C PRESIDENT REPORT

**THUY ACACIO**

After a heavily Covid-disrupted 2020, it was a welcome return to a full calendar of school events and activities in 2021. Through the lens of the P&C, it has been an amazing 12 months and we managed to achieve everything we had set out to do, and a whole lot more!

Our great 2021 fundraising result is testament to the ongoing wonderful support from the Churchlands school community for all our P&C activities.

At the AGM, the P&C approved \$32,800 to fund the school's full wish list, compiled by CPS staff for additional resources beyond the school budget.

This year, the P&C also provided funds to engage an emerging Aboriginal artist to run two workshops in Term 4 for all CPS students to paint the Six Seasons pole installation, and earlier this term the P&C approved \$60,000 to fund a new adventure playground on the school oval. Both the Six Seasons poles and the playground are scheduled for installation in early 2022 and we can't wait until it's ready for our children and the community to enjoy.

On behalf of the P&C Executive team, we send our heartfelt thanks to all committee members and volunteers in 2021 for your incredible support and valuable contribution to the school. We look forward to carrying this momentum into 2022 to continue working together to create a strong and vibrant community at Churchlands Primary School.

Activity	Funds Raised
Cake Stalls	\$7,849.69
Lapathon	\$14,852.49
Scholastic Book Fair	\$3,688
Easter Raffle	\$2,412
Mango Fundraiser	\$880
Quiz Night	\$9,806.67
DUCKS Sausage Sizzle	\$1,437.43
Entertainment Book	\$304
<b>Total</b>	<b>\$41,230.28</b>



# SCHOOL NUMBERS & CHARACTERISTICS

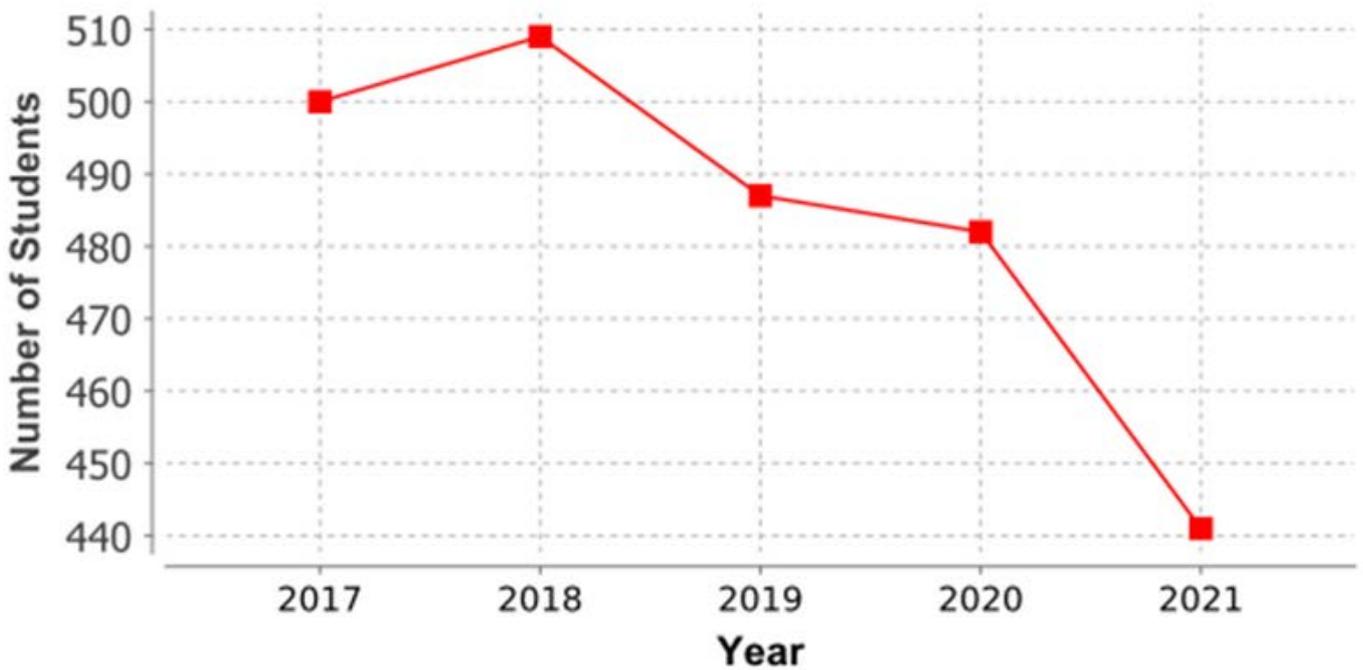
(SOURCE: SCHOOLS ONLINE)

Student numbers have declined over the last few years. A number of factors have contributed to this. The cost of rental/housing in the intake area has increased substantially and CPS enrolls a number of families who have come from other cities or countries for work. COVID-19 has seen a number of these families return home to their country of origin. The private school system has also impacted with their review of adjusting their intake from their usual year 7 to making offers from Kindergarten to year 6.

## 2021 SEMESTER 2 STUDENT NUMBERS

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(29)	57	56	56	68	69	54	81	470
Part Time	58								

Semester 2 Student Numbers



## COMMUNITY SATISFACTION

A **Family Exit survey** was developed in 2021 to collect and gain insight into the levels of parent satisfaction with the school. This was aligned with the Parent Survey review, where it was identified that more avenues were required to support the opportunity for parent voice and feedback. These surveys have reflected high levels of satisfaction in particular for the effectiveness of CPS in providing outstanding education and a positive and engaging community feel specifically noted is the exceptional level of expertise of teachers and the interest and support they provide the children.



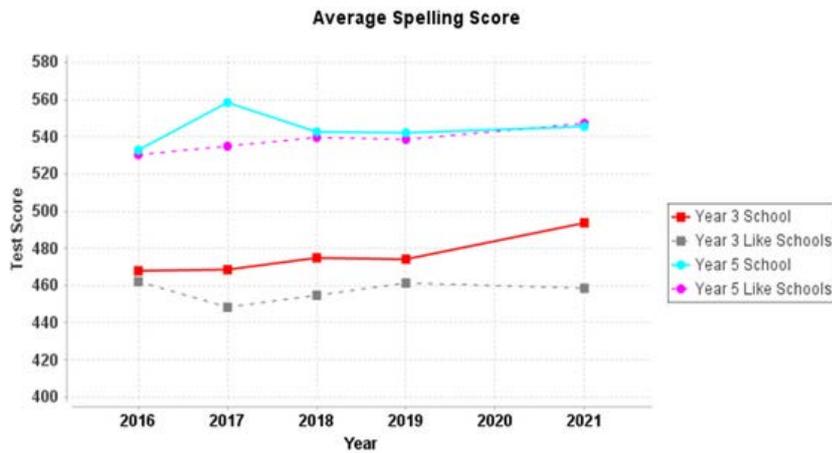


# STUDENT ACHIEVEMENT & PROGRESS

(NAPLAN DATE SOURCE: SCHOOLS ONLINE)

## SPELLING

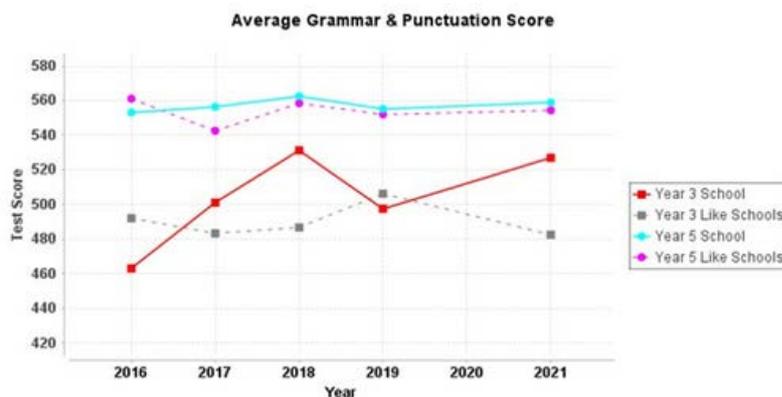
Spelling	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	0.0	0.7	0.6	0.6	1.2	80	76	76	52	68
Year 5	-0.7	0.9	0.3	-0.4	-1.1	60	89	79	80	52



There was an increase in Year 3 Spelling performance which exceeded Like Schools. Year 5 continues to increase and is similar to Like Schools. Term 4 2021 saw an audit in Spelling across the school. The audit provided significant data and input from teachers which supported the need for a whole-school approach to spelling. PLD (Promoting Literacy Development) Structured Synthetic Phonics program was implemented. Continuous data collection will support an ongoing review of this whole-school approach to ensure continued growth in this area.

## GRAMMAR & PUNCTUATION

Grammar & Punctuation	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	-1.0	0.2	1.2	0.1	1.7	80	76	76	52	68
Year 5	-0.7	-0.2	0.8	-0.3	0.4	60	89	79	80	52



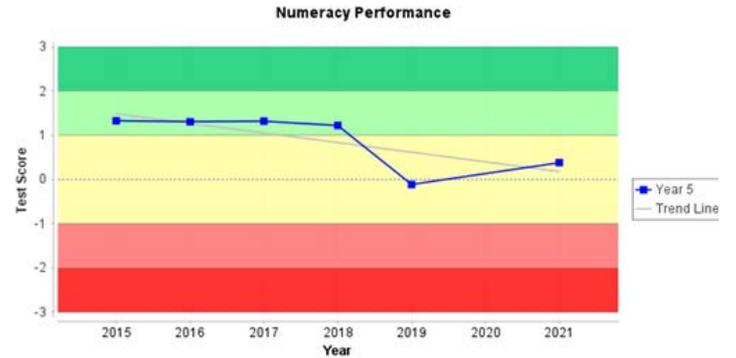
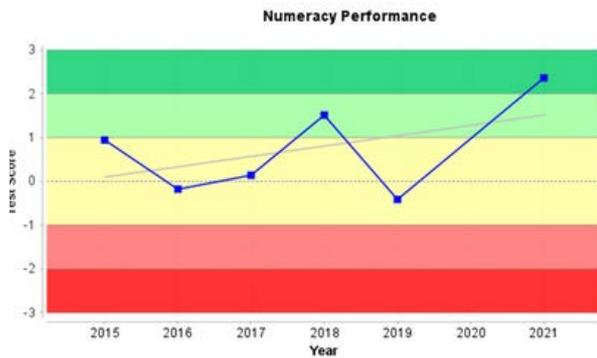
Grammar and Punctuation performance continues to grow. This aspect of English aligns with the new PLD Structured Synthetic Phonics program implemented at the end of 2021 supporting further growth and development in spelling and Grammar and Punctuation.

# STUDENT ACHIEVEMENT & PROGRESS

(NAPLAN DATE SOURCE: SCHOOLS ONLINE)

## NUMERACY

Numeracy	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	-0.2	0.1	1.5	-0.4	2.4	80	77	76	52	68
Year 5	1.3	1.3	1.2	-0.1	0.4	60	89	78	80	52



There was significant growth in the Year 3 performance exceeding Like Schools. Year 5 also demonstrated an increase in performance, improving against Like Schools, however, the downward trend continued. A whole-school maths audit was conducted in 2020 reviewing what was working well and what required improvement. Consequentially, a targeted approach to maths was implemented with a focus on problem-solving strategies, Sprints and targeted critical thinking skills. These targeted approaches have seen positive growth in all areas. Movement to the development and implementation of the Challenge Program will support challenging each child at point of need. Business Plan targets were met.



# CURRICULUM OVERVIEWS

## ENGLISH

2021 saw a consolidation of many areas within English with great success.

**Spelling** at CPS undertook a whole school review, and an interested group of people formed a Spelling review team. Over the year, the team researched various evidenced based spelling programs and approaches that would best suit the context at CPS. PLD Structured Synthetic Phonics (Promoting Literacy Development) was chosen, Kindergarten to year 6. All staff are being trained early 2022, with resources also purchased. This approach was chosen as it regularly and effectively monitors the spelling development of all students, provides explicit teaching points for differentiation and follows a very clear scope and sequence.

The CPS **Reading** program continued whole school implementation using explicit teaching of the CPS reading strategies related to each phase of learning. Further promotion of best practice in teaching, including visible learning strategies, explicit teaching, First Steps literacy and the gradual release of responsibility model was continued.

There continued to be fostering of an enjoyment of reading using the Reading spine texts with regular teacher 'read alouds' using Pie Corbett texts.

Due to previous success, the English Committee again created whole school activities and spaces related to the 2021 Book Week theme: Old Worlds, New Worlds, Other Worlds.

Case Management continued to cycle the identifying, planning and monitoring of students not making expected progress in PAT Reading.

MiniLit and SoundsWrite programs continued for students at educational risk.

There was also further refinement of the rigour of collating PM Benchmark levels on students for longitudinal tracking and targeted guided reading teaching and learning sequences.

The CPS **Writing** program continued whole school data collection with teachers using BrightPath to moderate and score student Narrative and Persuasive (Recount for K - Yr 1) writing.

Comparisons to year 3 and 5 NAPLAN data for 2021 indicate teacher BrightPath judgements are becoming more aligned allowing for more accurate report grade allocations.

The Seven Steps to Successful Writing resource

continues to be one of the main resources used to support explicit teaching of the Key Writing Elements. All teachers have access to the Seven Steps online subscription.

Most teachers from years K-4 have attended Talk for Writing professional learning sessions through Dyslexia-SPELD Foundation (DSF). Years K-2 programmed collaboratively for term 4 using the Talk for Writing planning documents with links to relevant Seven Steps activities.

### FOCUS 2022

Will see collaborative writing programs, within and across year levels, using Talk For Writing planning documents with modifications to incorporate the Seven Steps to Successful Writing strategies. Year 5 and 6 teachers will have an introduction to the Talk For Writing program (in-house professional learning). Explicit planning and teaching of the Key Writing Elements, will continue to be a focus.



# CURRICULUM OVERVIEWS

## NUMERACY

With the introduction of the CPS Problem Solving program in 2020, the major focus for the Math Committee in 2021 was to consolidate our early success. With numeracy continuing to be a focus area within the CPS Business Plan objectives, further resources were committed to ensure we continued to collectively grow our knowledge and practice. The newly appointed Curriculum Leadership Team (CLT) was engaged and actively collaborated with the Maths Committee to provide specific support and guidance as determined by the teams. By continuing to focus on the whole school problem solving program, adequate time for understanding, practice and refinement allowed teaching staff to deliver high quality maths teaching more effectively and with more confidence.

Another 2021 focus included the facilitation of teacher collaboration when implementing the Plan, Teach, Assess cycle in maths teaching and learning. By improving access to the wide spectrum of CPS maths resources, by refining the maths sequence of learning and with the introduction of maths assessment tools, teachers were encouraged and supported to work together to offer rich, differentiated student maths learning to our students.



An overview of 2021 Numeracy Support strategies included the continuing of support for the use of the RUCSAC framework (Reading, Understanding, Choosing, Solving, Answering, Checking) in each classroom, developed learning sequences of problem-solving strategies for years PP to 4, the introduction of the TopTen Maths literature to support development of student numeracy comprehension, the exploration of assessing student progress in problem solving, the development of problem solving common assessment tasks (CATS) – focusing on RUCSAC and problem solving strategies, the introduction of Brightpath Maths as an effective assessment for learning, clarification and refinement of the CPS whole-school maths scope & sequence, development of the CPS Year Level Overviews, which organised CPS maths resources into easily accessible, planned sequences of learning, storage of enVision maths resources for local access, and finally the continued use of a whole-school framework as a support to providing consistent maths lessons throughout each classroom.



### FOCUS 2022

After experiencing success against most numeracy milestones set out in the CPS Business Plan 2020–22, the CPS Maths committee will continue to focus on the following areas throughout 2022.

The Brightpath maths assessment will be included in the 2022 CPS assessment schedule, assessment of student problem solving skills and strategies will be refined, explicit, continued teaching of maths vocabulary and comprehension will continue to be supported, as will differentiated maths teaching for individual students, continuing to support and extend all students.



# CURRICULUM OVERVIEWS

## PHYSICAL EDUCATION

At Churchlands Primary School we had a very successful 2021 in the Physical Education program. We used a game-based approach to physical activity trying to maximise student engagement in our weekly learning. With a huge focus on linking to wider community engagement with physical activity, and life-long wellness, the students participated in weekly running club, in school sporting programs (grant funded by the government), interschool winter sports, interschool swimming, athletics and cross-country carnivals.

A focus for the school this year in Physical Education, was to link in the 'Churchlands Way' of *Respect, Resilience, Engage and Excel* through our daily practices of regular exercise and game-based approaches to physical activity. Through a combination of body weight exercises and running at the start of each lesson, students built resilience and were pushed outside their comfort zones.

The main focus for the junior students was to increase their capabilities in executing the fundamental movement skills, especially in the areas of object control in their catching and throwing abilities. With a 'Kaizen' (small improvements, each day) mentality, at CPS we have seen improvements in throwing, catching, striking and kicking in the junior school.

There has been a deliberate emphasis on respect, not just for others but for ourselves as individuals. We celebrate everyone's success and congratulate each other on being 'Awesome' (giving it your best and having fun) in all aspects of our program.

The focus in the senior school was the development of game sense and team strategies, encouraging the students to move into space and make the correct decisions under pressure. Over 2021, the change in mindset from the students to be more involved and position themselves in an effective position before calling for the ball has been outstanding. Also, it was important that we showcase great role models to our junior students at CPS. In 2021, the senior students have been interacting positively with our junior kids, showing them the 'Churchlands Way' at carnivals, recess and lunchtimes.

Churchlands continued their involvement in all our interschool sports; swimming, athletics, cross country, netball, soccer and AFL. Churchlands were outstanding at this year's Interschool Swimming Carnival, even with the increase to 10 schools, CPS won their first swimming carnival since 2007. All students have shown a massive improvement across the teams in team play and individual performances.



Thank you to all those students who go out every day and try and seek their best performance, in and out of the sporting arena.

### FOCUS 2022

Increasing participation in physical activity and offering more opportunities for CPS students to reach their full potential. We are looking to offer a range of before and after school activities to increase participation rates. Hopefully, this will build more intrinsic motivation for CPS students to be involved and active in their time outside of school hours. Also, building on the 'Churchlands Way' inside and outside the classroom, building independence and resilience to help adapt a Kaizen mentality, so all students can reach their full potential.



# CURRICULUM OVERVIEWS

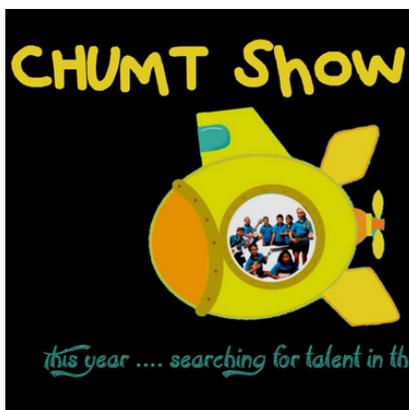
## MUSIC

At Churchlands Primary School the music program, run by full time level three music specialist Michael Howesmith, plays an important role advocating positive, enjoyable, creative arts and enhancing the quality of learning at our school. Michael believes in a child-centred, hands-on approach to learning music and is a positive role model for many students, including his annual Music Team, consisting of eight year six musicians.

In general classroom music lessons, children are often directed through a number of workshop style musical experiences, in their hourly lesson once a week, exploring the facets of music through the musical elements. Some examples of lessons include singing and performing a song with AUSLAN sign language as a whole school, learning to play and write rhythms, leading to performing on the drum kit. Also, performing music as a whole class ensemble on various instruments including xylophones, keyboards, recorders and ukulele, and composing music to suit characters in a story or scenes in a short film.

Technology is a feature of the music room and is utilised in the delivery of music lessons as well as in successfully preparing and directing orchestra and choir. It is also regularly utilised by the students through both iPad apps and online music programs for both learning and playing music.

The Instrumental Music School Services (IMSS) program and the many hard working



peripatetic visiting teachers enhances the school's music program by teaching various instruments to over 70 students from year 3-6. These instruments include violin, viola, cello, double bass, trumpet, trombone, baritone horn, clarinet and flute. During 2021, students were involved in several ensembles and bands, including the famed Music Team Band, as well as various musical events. VOICE Senior Choir, numbering 66 children,

performed mature, complex three-part songs to an extremely high level for events such as our ANZAC Ceremony and at Crown Theatre for a Children Make Music Concert. HOTNOTES Orchestra, a full orchestra of 50 children, performed contemporary tunes to great effect. This year the huge numbers included almost every IMSS student in year 5 and 6 plus children on sax, clarinet, flute, percussion, guitar, drums, piano, xylophone and private Cello and violinists too. Churchlands Primary School String Orchestra scored excellent in their division at the ABODA Junior Orchestra Festival for 2021. Many children (approx. 140) were also involved in our annual talent show, the CHUMT Show, and also the Big Music Night (BMN), a massive showcase of all things musical at the school. In 2021 The BMN sold a record number of tickets to parents, approximately 400 seats for 105 performers.



# CURRICULUM OVERVIEWS

## VISUAL ART

At Churchlands Primary School the Visual Art program is run by Art specialist Melinda Cockerill. The program plays an important role by promoting creative and critical thinking and practice through a positive, enjoyable, meaningful program, enhancing the quality of learning at our school.

During the Sculpture by the Sea Exhibition at Cottesloe Beach, students were assigned, through Seesaw, a project to take a photo of a sculpture and respond. This offered the opportunity for families and students to interact, observe, admire and wonder at the many sculptures displayed at the exhibition or found in our local environments. During class the students shared their responses and built a variety of different sculptures with a focus on an artist or sculpture.

Through inspiration from Sculpture by the Sea at Cottesloe Beach the school community were invited to create their own sculpture for our Sculpture by the School Exhibition and this widely supported event was a huge success, with many students and families entering their sculptures. Everyone was happy to be back on the school ground after Covid-19 restrictions been eased. The Arts brought the community together with shared joy and enthusiasm.

This year senior students used experimented with photography and photographic composition using their iPads and technology. Their investigations lead to treasure hunts around the school grounds to capture found objects and photograph the ordinary in extraordinary angles and compositions. Supporting the Sustainability Committee to create the CPS Frog Pond, the year two to five students followed the Design process to create tiles that were installed behind the frog bog. Different classes focused on different flora and fauna found in the local Herdsman Lake habitat. Together these tiles are a patchwork of colour and life. The investigation looked at Noongar and our own connection with this unique environment by sharing Noongar and scientific names for many of the species found.

Generously the P & C supported the CPS Frog Pond project by inviting Noongar Artist Summer Brinkworth and her brother Lucas Bennell, from Myrtle Creations, to share their connection to the Noongar six seasons, that represent the climate of the south west of WA. Under their guidance the children assisted in the painting of the six poles, with each pole representing a recognised season. This contemporary

collective of colour, symbolic meaning and connection to country will be installed in the school grounds.

The art team and other year six students painted the set for the year six musical, Star Warts and constructed props that ensured the show was an amazing success.

During our Book Week students in the Art Studio were inspired by the illustrators from the short-listed books. Their pictures from the Worlds created by the teaching staff really expressed their creatively stimulated imaginations. This flowed onto their discussions and writing in class time.

On the evening of the school Learning Journey, the art room was awash with colour, texture, excitement and people, as the parents came to see their children's fabulous creativity and flair. The response from the school was overwhelmingly positive. It made my heart sing.

The year 2021 has been a rewarding and busy year with the celebration of the Arts at Churchlands Primary School providing a student voice, mutual understanding and sense of togetherness.



# CURRICULUM OVERVIEWS

## DRAMA

Drama classes were held in Year 1 to Year 6 for 55 minutes. Each year level created and performed improvised drama. During this process, collaboration was a key element of success. Students were guided in audience etiquette and encouraged to give constructive feedback. Receiving and acting upon feedback, related to the elements of drama, was another central focus during lessons.

Each class performed several scripted plays throughout the year, to their peers.

Year 4 classes performed a Cinderella play for junior classes. Aboriginal and plays from various cultures were used throughout the year. The musical Star Warts was rehearsed, adapted and performed by the Year 6 students in term three: two matinees and two-night performances. After so many restrictions during 2020-21, it was a welcome treat for students and parents alike to actually see a live show!

Literature, including poetry, was the launch pad for many drama lessons. Poems, picture books

such as FiFi Chinese New Year, fairy tales, fables, nursery rhymes, novels such as Holes and Boy Overboard were rich stimuli for further dramatic investigation. Every effort, where appropriate, is made to tie drama into the areas of study occurring in each classroom to enhance student learning.

Drama allows students to develop empathy by allowing them to step into a character's shoes. It creates opportunities to understand characters and their point of view at a deeper level.



## HASS

HASS has been implemented across the school with staff confidently teaching the four strands. Assessment and moderation tasks have been collated during Professional Learning Community (PLC) meetings to assist in further planning.

### FOCUS AREAS ACHIEVED

Welcome to Country was incorporated into all assemblies, led by student councillors. All staff reflected on the Aboriginal Cultural Standards Framework continuum which was completed during PLC fortnightly meetings. They showed capability in managing standards 3, 4 & 5:

Teaching, Learning Environment and Resources.

Literacy resources 'Yarning Strong' was bought for years 3 – 6, to incorporate the Aboriginal perspective into classroom literacy. Yirri Yaakin cultural group were invited to perform during our WA week celebrations 2021. Every classroom received a Noongar Seasons 12-month cycle poster to be embedded in teaching and learning experiences across the curriculum and two flags and flag poles were installed to complement the Australian flag: the Aboriginal and Torres Strait Islander flags thanks to Christine Tonkin MLA.

Finally, seasonal Poles were created during an incursion with Noongar artists from Myrtle Creations.

### FOCUS 2022

In 2022 CPS will look at acquiring 'Yarning Strong' literacy resources for years K – 2. Continue our connection with the Yirri Yaakin cultural group who have been invited to perform during term 2. We will also strive to incorporate Aboriginal culture into the classroom where possible (not taught as a separate subject unless necessary).

# CURRICULUM OVERVIEWS

## STEAM (SCIENCE, TECHNOLOGY, ENGINEERING, ART, MATHEMATICS)

Teachers have continued to embed ICT and Digital technologies in classrooms across curriculum areas.

Teachers have also provided opportunities for deep learning and critical and creative thinking through STEAM projects being run throughout the school. This year our STEAM project theme tied in with the frog habitat being established at our school, with links to Herdsman Lake and ACARA's Biological Sciences outcomes. Parents came in during the school's learning journey and viewed the STEAM learning that the students had been participating in. The school's Science Week in term three was also based on this theme. Bruce Webber came in and presented at the school assembly, teaching the students about the interrelationship of living things at Herdsman Lake.

The school ran a variety of extra-curricula programs out of school hours including Coder-Dojo, The Thinkers Club, The Fluor Challenge and Robo-Cup. Students' participating in Robo-cup made it to the finals.

The CPS Digital Passports have been redesigned to ensure all teachers and students are easily able to access and use the resource. Data collection about students' knowledge of ICT capabilities is being done digitally but this is still in the implementation phase.

Whole School Science Inquiry Rubrics have been developed for



each year level, and teachers have used them to assess two Science investigations: one in term 2 and one in term 4.

CPS hosted the inaugural interschool STEAM competition, Keen2STEAM which addressed the UNs Sustainable Development Goal Number 15- Life on Land. Students from Wembley PS and Woodlands PS were in attendance and Bruce Webber from the CSIRO's Scientist in Schools program assisted with the development of the day and presented to the students. This initiative will be continued into the future, looking to expand with the inclusion of more schools.

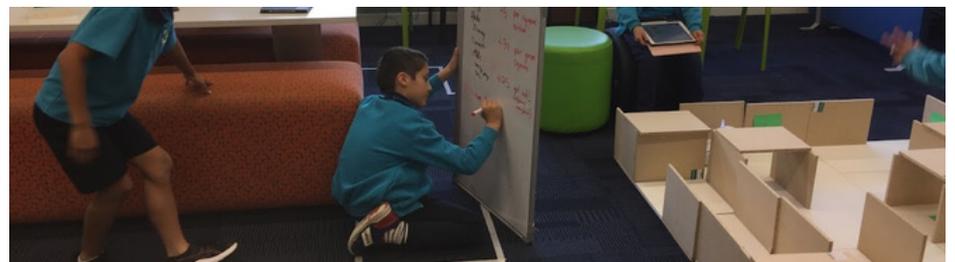
The Churchlands STEAM Network has been re-established. Continuing this heading into 2022 will be beneficial, as teachers had common goals of planning common assessments and moderation.

This year, students from pre-primary to year 6 participated in the computational thinking program in Term 2, resulting in an increase in teacher and student understanding of the

concept. The program was edited and teachers were teaching the skills in the contexts of robotics and coding. Their knowledge of computational thinking was assessed during the Bebras Challenge in Term 3, where 3 out of seven targets were met.

### FOCUS 2022

In 2022, the STEAM Committee will be looking to refine the computational thinking programs to improve on Bebras data and meet cohort growth targets, consolidate the implementation of the CPS Digital Passports, collect data from bi-annual Science Inquiry CATs and create a way to track student data, celebrate Science/STEAM week, continue to provide authentic opportunities for students to engage with, and extend their knowledge in Digital Technologies and STEAM learning, ensure the Keen2STEAM competition is continuing, supporting stronger community network collaboration and finally continue to provide opportunities for students to participate and extend their learning through extra-curricular clubs and competitions.

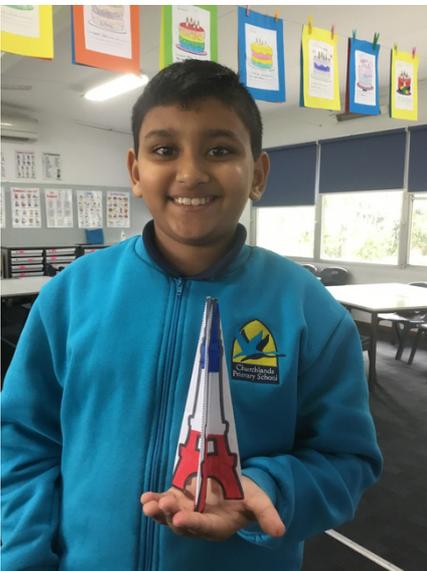


# CURRICULUM OVERVIEWS

## FRENCH

All students in Years 3-6 have a weekly 55-minute French lesson in which they have the opportunity to engage with the linguistic and cultural diversity of both our school community and the world in which we live. Through engaging, interactive, and creative French lessons, students develop an understanding of, and respect for, diversity and difference, and an openness to different perspectives and experiences, as well as to become familiar with the systems of the French language and culture.

This year, through games, role plays, songs, stories, films, and music, students have gained a greater awareness of the similarities and differences between the French language and culture and their own.



Students have been encouraged and supported to use French as much as possible for classroom routines and interactions, and structured learning tasks. Students have worked hard to increase their confidence and resilience, particularly in communicating in French. Lessons have allowed students to develop all four skill areas: reading, writing, listening and speaking.

Technology plays an important role in the French room and the delivery of the French program. It is utilised regularly by the students for cultural research tasks as well as to access language apps and websites which enhance and facilitate the language learning process.

Covering a range of different topics, students have learned to communicate in French, interacting and socialising with their teacher and their peers to exchange information about themselves, others, and the world around them.

Year 3 students have been describing themselves and family members in terms of age, name, birthday, where they live, nationality, appearance and personality. They have used this language knowledge to advertise for and recruit the perfect superhero to complete their duo, as well as create a Wanted poster for their fugitive. Year 4 students have been sharing information about their daily routine, expressing opinions about school life, and talking about what they like and dislike to do in their free-time. They compared and reflected upon the differences and similarities between French and Australian foods, in particular,

what we eat for breakfast. Year 5 students have been describing their dream house, their neighbourhood and local community, and have been 'shopping' at their favourite shops for different items on their shopping lists.

Year 6 students were transformed into weather reporters, sharing their forecasts for the weekend ahead. They have made phone calls to their friends to make arrangements for the weekend, written about what they did during the holidays, and planned an upcoming party to enjoy with their friends, writing invitations to share details about the dress code, music, and refreshments.

Students have enriched their cultural knowledge in a collective celebration of Bastille Day during which different classes built spaghetti and marshmallow Eiffel Towers, decorated French flags, created mini paper Eiffel Towers, and watched footage of the military parade and firework display in Paris. We have also explored traditional French Christmas celebrations and enjoyed singing French Christmas songs that were performed in the school concert.

As a culturally diverse school, it has been very exciting for CPS to be part of the Peace Pole Project and for French to have been included as one of the four languages on the pole.

### FOCUS 2022

To continue to build the confidence and resilience of our French language learners as well as to develop cross-curricular and co-curricular opportunities for French.

# CURRICULUM OVERVIEWS

## SUSTAINABILITY

CPS has continued to be recognised as a leading sustainability school both within our state and nationally. Winning the State Landcare award allowed us to be a finalist in the National Awards in 2021, where we were titled 'National Junior Landcare Runner Up'. A strong representation on sustainability can be seen throughout the school. We have 32 student Environmental officers that meet weekly, a teacher committee that involves 8 teachers and a parent committee.

A memorable moment in 2021 was when several year 1 and 2 students were part of an environmental segment on Channel 10 "The Project" with Rove McManus. They certainly showed us their great understanding of all things environmental! The publicity continued in 2021 when CPS was part of an energy reduction sustainability announcement on 'A Current Affair.' Our student environmental officers were in the spotlight in December 2021, delivering their ideas and projects to a community audience including local and federal politicians at a Sustainability Conference held at Newman College.

All students at CPS are educated about sustainable practices. Throughout 2021 students were educated on a number of new environmental initiatives: a new bin system was introduced to encourage students to recycle food and waste scraps (for compost and the chickens) appropriately and Containers for Change was introduced.



Embedding the above sustainable practices into our school lives has resulted in CPS achieving the 3-year target of reducing our school paper and food scraps waste to landfill by 30%. In 2022 we were again accredited with being a Waste Wise School.

In 2021 we were awarded a \$4000 grant from the Stirling Council to build a new frog habitat within in our school grounds. The frog habitat is an ongoing whole school project, linked to the biological strand in science. Each class has provided knowledge related to frogs that will be placed on QR codes around the habitat in 2022. Our P & C have supported the frog habitat with funding and attendance at the frog habitat busy bees. Our community partnerships in sustainability have extended to the Rotary Clubs of Cambridge and Subiaco. These clubs aid in the school vegetable garden and provide funding and support for environmental officers to participate in an annual tree planting camp, where 10000 trees are planted on salt affected farmland in Quairading. In 2021, the Rotary Club of Cambridge donated a magnificent 'Peace Pole' for our school grounds. This provides an important reminder of how important world peace is. Support from the local community 'Mens Shed' has assisted in building seating for the frog habitat.

Year 5 students continue to be provided with leadership opportunities by volunteering to be part of the school Environmental Team.



These students oversee the day to day running of the sustainability program and are leaders in educating other students. A major sustainability project in year 5 is Solar Buddy. Students organise a whole school fundraiser to buy solar lights for third world students. The lights come in kit form, so students build the lights and send these along with a letter to their solar buddy in a designated third world school. This program helps reduce energy poverty and provides empowerment to students by giving them a real opportunity to make a difference in the world.

Due to COVID restrictions we were unable to have the usual busy bees however parent assistance is was welcome in other ways.

## FOCUS 2022

In 2022 we are planning the upgrade of the 9R shed. This involves new signage, a new name and new infrastructure. This project will be another opportunity for students, parents and teachers to work collaboratively in the design and delivery of a revamped sustainability area at CPS that everyone can enjoy.



# BIANNUAL SURVEYS

## TEACHER SATISFACTION SURVEY

The survey indicated a high level of satisfaction in a number of areas; *The school looks at ways to improve, Teachers care about their students, Students like being at school and students feel safe at school.* There were a few aspects that indicated a need for review. Behaviour management was the main an area that came under scrutiny. The Positive Behaviour Support (PBS) program was initiated early in 2020 as a consequence of staff feedback with regards of the need to review our behaviour system as it did not align with our focus on positive expected behaviours of students. Providing effective feedback to staff was an area reviewed.

“

**AMAZING GROUP OF TEACHERS, ENERGETIC AND PASSIONATE AND THE SCHOOL HAS STRONG LEADERSHIP. VERY FORTUNATE THAT OUR CHILDREN CAN ATTEND CPS.**

Parent response,  
2021 National School Opinion Survey

Teachers Professional Growth Plans were modified to develop greater opportunities for staff to receive effective feedback on their practice. As part of the Business Plan targets, the Principal reviewed the Quality Teaching aspect through classroom observations and provided further constructive feedback to teaching staff to support their highly effective teaching and learning practices.



## PARENT/CARER SATISFACTION SURVEY

There were 100 respondents. There was an indication of a decline in satisfaction on most of the questions raised. The information was presented to the Board for their consideration. COVID restrictions had an obvious impact. Parents not having; access to school, face to face meetings and participating in events like assemblies has had a negative impact on the communities positive interactions as parents are accustomed to and for some, the adjustment has been acute.

A review of our communication showed that keeping parents fully informed and providing support strategies, through the school psychologist, Chaplain, principal, greatly assisted a number of families, students and staff.

Some actions taken:

- The Board developed a Communication Strategy guideline supporting open and transparent communications between the Board, P & C and the Community.
- Continued to focus on positive communications that kept families fully informed through Skoolbag
- Teachers continued with positive communication to their parents via their class Seesaw
- The development of live Webex for assemblies so that students and parents could still be part of this event
- Working more closely with the Chaplain to support Parents.

### 2022 Focus

Provide more parent workshops i.e., School Psych Triple P program, reading forums for parents of PP children.

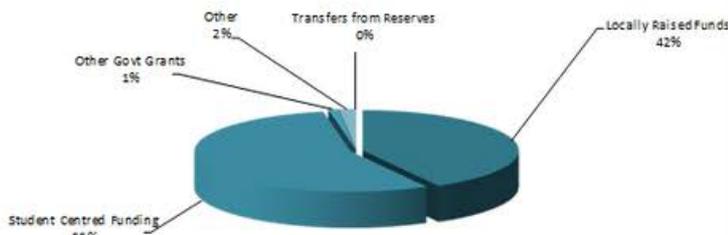
# FINANCIAL SUMMARY



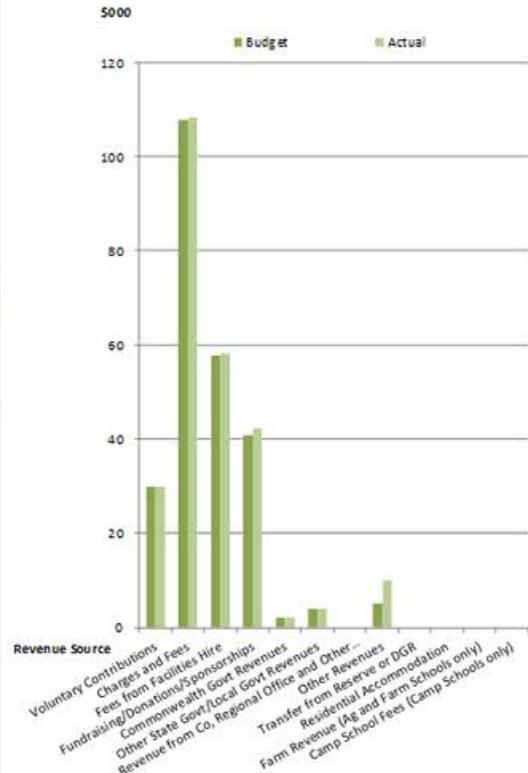
## Churchlands PS Financial Summary as at 31/12/2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 29,820.00	\$ 29,820.00
2 Charges and Fees	\$ 107,808.00	\$ 108,350.60
3 Fees from Facilities Hire	\$ 57,736.00	\$ 58,172.71
4 Fundraising/Donations/Sponsorships	\$ 40,859.00	\$ 42,116.75
5 Commonwealth Govt Revenues	\$ 2,062.00	\$ 2,062.45
6 Other State Govt/Local Govt Revenues	\$ 4,000.00	\$ 4,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 5,050.00	\$ 9,891.77
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 247,335.00</b>	<b>\$ 254,414.28</b>
Opening Balance	\$ 163,413.00	\$ 163,413.40
Student Centred Funding	\$ 313,989.33	\$ 313,989.56
<b>Total Cash Funds Available</b>	<b>\$ 724,737.33</b>	<b>\$ 731,817.24</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 724,737.33</b>	<b>\$ 731,817.24</b>

Current Year Actual Cash Sources

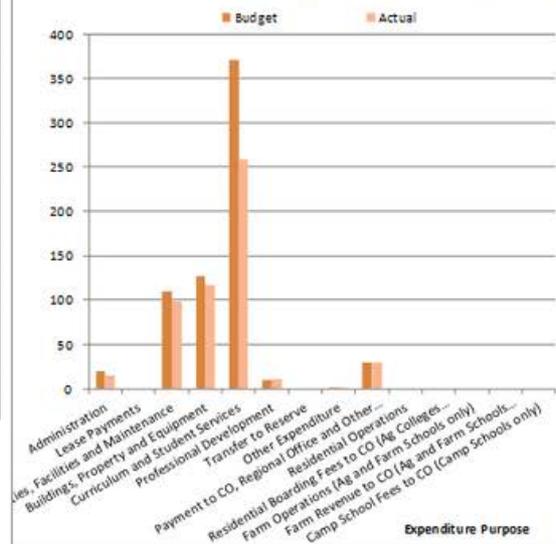


Locally Generated Revenue - Budget vs Actual

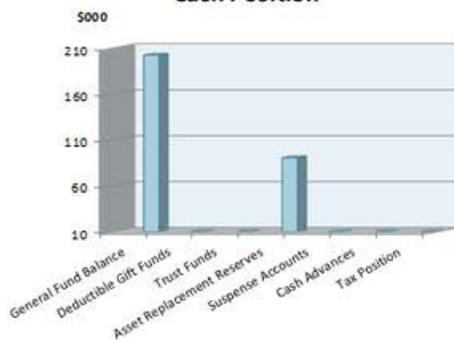


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 19,217.00	\$ 14,717.67
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 109,968.00	\$ 98,307.73
4 Buildings, Property and Equipment	\$ 126,617.00	\$ 117,132.61
5 Curriculum and Student Services	\$ 370,443.18	\$ 258,228.53
6 Professional Development	\$ 10,000.00	\$ 10,469.60
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 1,126.00	\$ 613.33
9 Payment to CO, Regional Office and Other Schools	\$ 29,740.15	\$ 29,740.15
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 667,111.33</b>	<b>\$ 529,209.62</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 667,111.33</b>	<b>\$ 529,209.62</b>
Cash Budget Variance	\$ 57,626.00	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at	
Bank Balance	\$ 291,516.74
Made up of:	
1 General Fund Balance	\$ 202,607.62
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 90,636.12
5 Suspense Accounts	\$ 240.00
6 Cash Advances	\$ -
7 Tax Position	\$ (1,967.00)
<b>Total Bank Balance</b>	<b>\$ 291,516.74</b>

