



CHURCHLANDS PRIMARY SCHOOL ANNUAL REPORT 2018

CONTENTS

3	Principals Report
5	Our Community
6	Attendance
7	Achievements against our Business Plan
8	Key Driver, Future Focus
9	Business Plan Targets
17	Excellence in Student Achievement
33	National School Opinion Survey Results
35	Financial Summary



PRINCIPAL'S REPORT

This Annual Report provides parents and the wider community with an overview and analysis of focus set through our Business Plan. It outlines our future directions and the performance and progress achieved by our students.



areas

It is a privilege to lead Churchlands Primary School and be part of the all the accomplishments made in 2018.

I would like to extend my sincere gratitude to our parent community, the Executive, school administration, our highly committed staff, School Board and the Parents and Citizens Association.

We have a proactive School Board that is ably led by Steve Paradiss, the School Board Chair. The calibre of the composition of our board is exceptional. This brings a wealth of knowledge and skills that support our Business Plan directions and resultant successes. Development of processes that tap into this rich resource and that of our parent body was a focus for the Board and will continue in 2019.

We have a proactive P & C and parent community. The 2018 P & C President, Mrs Robyn Paul, Executive and committee's commitment and drive in supporting the numerous community and fundraising events, is to be commended. The well supported fundraising provided opportunities to resurface the basketball courts, pave sandy play areas and financially support various student resources across the school.

I would also like to acknowledge the very generous support provided to our school from parents and carers throughout 2018. The commitment of our parents continues to build on the strong sense of community at Churchlands PS.

It is important to take into consideration all other components that support our overall achievements and successes. In conjunction with our Business Plan, strategic directions and whole school assessments these all support our academic and non-academic aspects and achievements.

We are committed to continuous review our learning environment that embeds our vision of *Respect, Resilience, Engage* and *Excel*. We will continue to be responsive to system, school and wider community perspectives. I look forward to working with all members of our community to support exciting new directions and further successes.

Kim Fraser - Principal

"WE ARE SO HAPPY WE CHOSE
CHURCHLANDS, IT HAS SUCH A
WONDERFUL SENSE OF
COMMUNITY"

RESPECT

RESILIENCE

OUR VISION

Learning For Life

We are committed to inspiring and encouraging our students to become confident, creative and critical thinkers, resilient life-long learners and responsible global citizens.

OUR COMMITMENT

The 'Churchlands Way'

Growing successful students in an inclusive environment where they are

Engaged **Empower**
Excelling

Through our Three Pillars

Students	Teaching	Community
Critical	Curriculum	Culture
&	&	
Creative	Collaboration	
Thinkers		

ENGAGE

EXCEL

OVERVIEW OF OUR COMMUNITY

Our families come from many different backgrounds creating a wonderful, culturally diverse community. Our parent body brings to the community a wide range of skills and knowledge which is fostered to support a diverse learning environment and the building of parent/school partnerships. Our parents are actively engaged in their child's learning and school activities and play a vital part in building our well know sense of community.

Churchlands Primary School has a reputation for the high level of staff expertise. As a Professional Learning Community (PLC), staff are committed to the development of a collaborative school culture of sharing to continually improve classroom practice. Staff are acknowledged as leaders in their own right and are encouraged and supported to aspire to leadership and furthering their own professional learning. Our school provides a curriculum that supports current evidenced based teaching and learning strategies and a focus on developing student's skills in creative and critical thinking and challenging every way in which they learn. We continually strive for a high level of academic achievement and social emotional wellbeing for students and staff.

'thank you for giving me the opportunity and support with the Teacher Leader Aspirant program'

We began the 2018 year with 533 students enrolled and increased to a final number of 566 from Kindergarten to Year 6. The increase in our numbers is not unique as we have families who come to Perth for contracted work or on short term work or study visas. We are anticipating a decline in student numbers in 2019 due to some of our families taking up early offers to attend private schools due their lowering of student intake from year 5 to year 4.

In 2018, 36 teaching staff and 20 non-teaching staff were employed. Teaching staff are all registered under the Western Australian Teacher Registration Board (TRB) and hold Working with Children cards.

CPS Profile 2018

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(26)	56	64	65	53	80	80	84	508
Part Time	51								

Semester 1	2015	2016	2017	2018	2019
Primary (Excluding Kin)	464	490	502	500	482

ATTENDANCE

While our attendance exceeds that against WA Public Schools, we continue to focus on regular attendance. Unauthorised vacations continue to impact on our overall results. We have been working with our School Board on positive directions to engage the parents in ways to reduce absence during the school term.

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2016	95%	96%	96%	96%	96%	96%	97%
2017	95%	97%	96%	96%	96%	96%	97%
2018	94%	95%	97%	96%	96%	96%	96%
WA Public Schools 2018	92%	92%	93%	93%	93%	93%	93%

Attendance Category	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	School	WA Public Schools												
Regular	84%	73%	85%	77%	91%	78%	93%	79%	91%	78%	89%	79%	95%	78%
At Risk - Indicated	12%	18%	14%	16%	9%	15%	5%	14%	9%	15%	11%	15%	3%	15%
At Risk - Moderate	3%	7%	2%	6%	0%	5%	1%	5%	0%	5%	0%	5%	0%	5%
At Risk - Severe	2%	2%	0%	2%	0%	2%	0%	2%	0%	2%	0%	2%	1%	2%



ACHIEVEMENT AGAINST OUR BUSINESS PLAN

Student Performance

Churchlands Primary is a high achieving school that has a consistent approach to reviewing and reflecting on teaching and learning practices. We have a strong belief in providing students with a balanced learning environment that not only focuses on the academic rigours of school but also social emotional aspects as well. We provide opportunities for students to challenge their thinking in a supportive learning environment that enables students to be active participants in their learning, social emotional development and ability to strive for excellence.

NAPLAN 2018

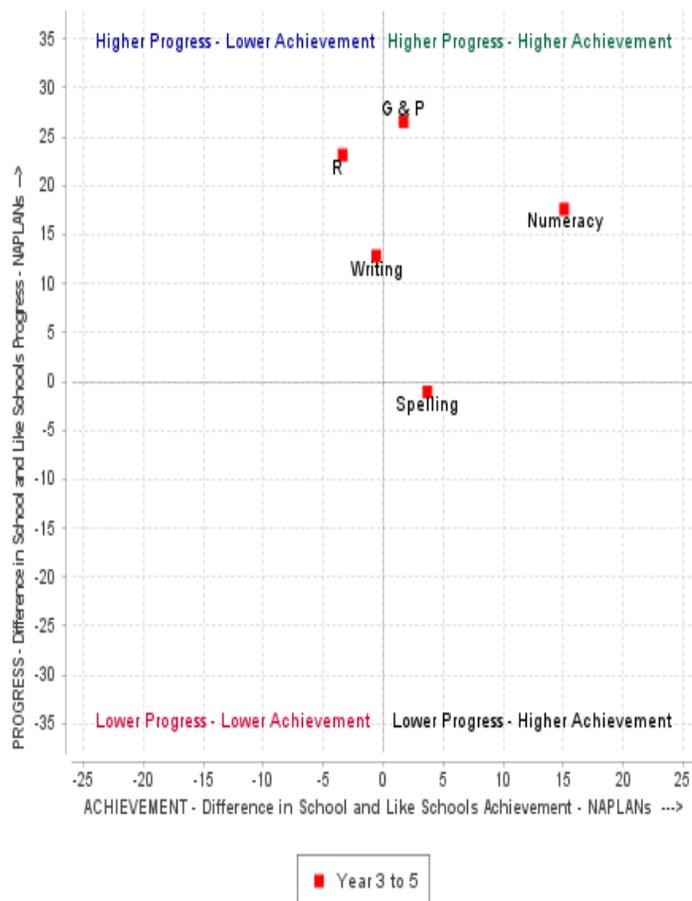
There has been significant improvement in our longitudinal data against like school for our Year 3 to 5 students over this three-year cycle.

These pleasing results have been due to the dedicated focus on developing targeted sustainable programs and processes that focus on relevant areas of need.

We applaud staff for the collaborative and professional approach taken in reviewing our data, directions and striving for continuous improvement.

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2016 to Year 5 2018



Key drivers for progress 2018

- In-depth review of curriculum programs linked to NAPLAN areas and whole school assessment data.
- Review of whole school assessment processes and developing measurable targets.
- Implementation of ACER PAT Assessment and Brightpath assessment/moderation tools.
- Targeted focus on staff professional learning linked to identified areas of need.
- Development of whole school approach to English and Maths.
- Review of Distributed Leadership Model.
- Development of instructional leaders to coach and mentor staff.
- Review of direction/focus of our Professional Learning Communities (PLC)
- Continuation of intervention programs for identified students – Sounds Write, Reading intervention program, EAL/D specialised program.
- Focus on Case management
- Continuation of Visible Learning/Habits of Mind/Classroom Management Strategies and Instructional strategies.
- Implementation of a Digital Technology specialist to support/mentor/coach staff.

Future Focus

- Whole school Curriculum/Assessment Audit to review programs and processes - analyse strengths and areas to be reviewed.
- Targeted whole school intervention of evidenced based teaching and learning programs and processes that will drive sustainable growth.
- Implementation of Minilit as part of the intervention programs.
- Review early intervention processes and programs K – Year 1.
- Development of the effective use of Instructional leaders.
- Support growth in teaching practice through coaching and mentoring as required.
- Development of effective 3 way feedback processes for students. (peer/peer, teacher to student, student to teacher)
- Effective constructive feedback for staff. (colleague to colleague)
- Curriculum and learning focus on developing creative and critical thinking through a challenging curriculum.

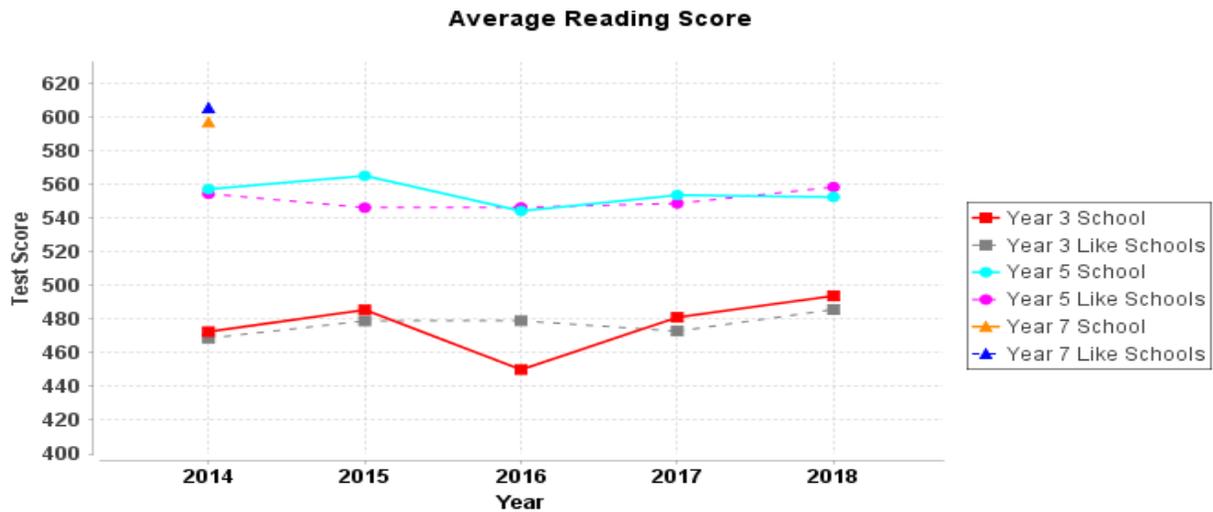
BUSINESS PLAN TARGETS: ENGLISH

Achievement Colour:	At or above target	Near Target	Below Target
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Reading

Consistently match or exceed the mean score of WA like Schools in Years 3 and 5 in NAPLAN.

Average Reading Score



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Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2014	473	469	558	555	597	606
2015	486	479	565	547		
2016	450	479	545	547		
2017	481	473	554	549		
2018	494	486	553	559		

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Maintain the percentage of students in the top two EARS proficiency bands at or above 70%.

Year 3

Year 5

Percentage of students in each Proficiency Band

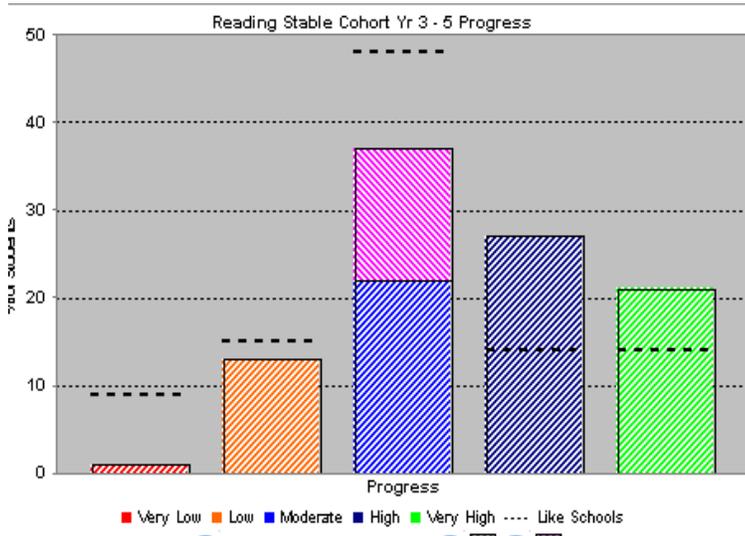
include School Student Numbers

Band	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	39%	51%	58%	52%	45%	52%	23%	23%	25%
5	426 - 477	21%	20%	18%	24%	23%	25%	22%	20%	23%
4	374 - 425	20%	17%	16%	13%	19%	14%	19%	23%	21%
3	322 - 373	15%	7%	4%	8%	10%	5%	19%	18%	14%
2	270 - 321	5%	4%	3%	3%	2%	3%	12%	9%	10%
1	Up to 269	0%	1%	1%	1%	2%	1%	6%	7%	7%

Band	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	25%	38%	33%	30%	32%	36%	12%	14%	15%
7	530 - 581	32%	29%	24%	32%	30%	29%	21%	20%	19%
6	478 - 529	30%	21%	33%	21%	24%	20%	23%	26%	24%
5	426 - 477	12%	7%	9%	12%	10%	10%	20%	18%	20%
4	374 - 425	2%	3%	1%	5%	3%	4%	14%	15%	13%
1 to 3	Up to 373	0%	1%	0%	2%	1%	1%	10%	7%	8%

Year 3 cohort have exceeded the percentage of students in the top Band 6 however are behind in band 5. Year 5 cohort are below Like schools in the top 2 bands (7 & 8). Review of reading and development of targeted processes have been implemented (morning reading program and year 5 Sounds Write program), to address this.

Stable cohort performance to match or exceed WA like Schools data in First Cut 'high' and 'very high' progress between Years 3-5.

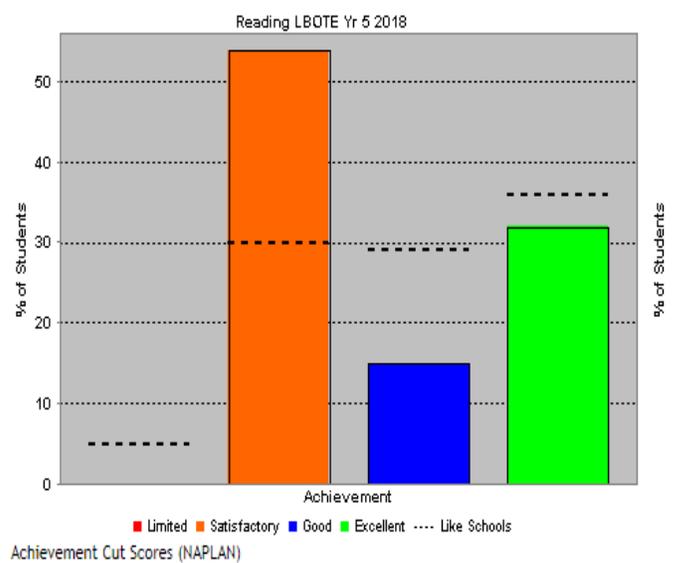
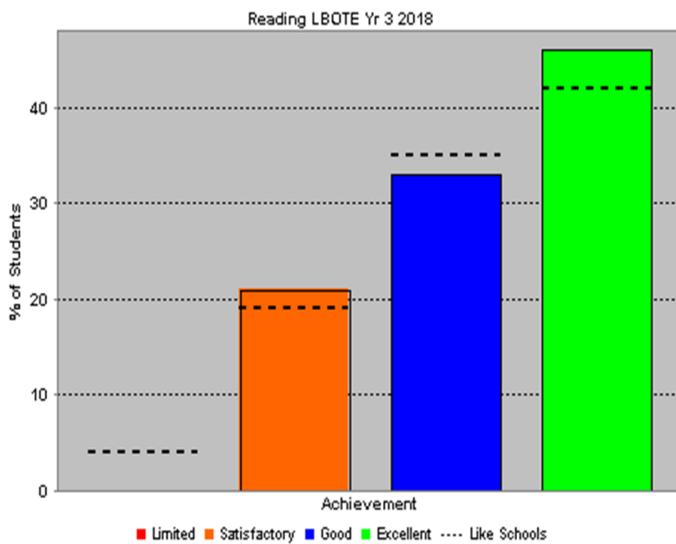


Data indicates that students exceeded Like Schools in the 'high' and 'very high' category.

EAL/D student performance to match or exceed WA like Schools First Cut data in Years 3 and 5.

Year 3

Year 5



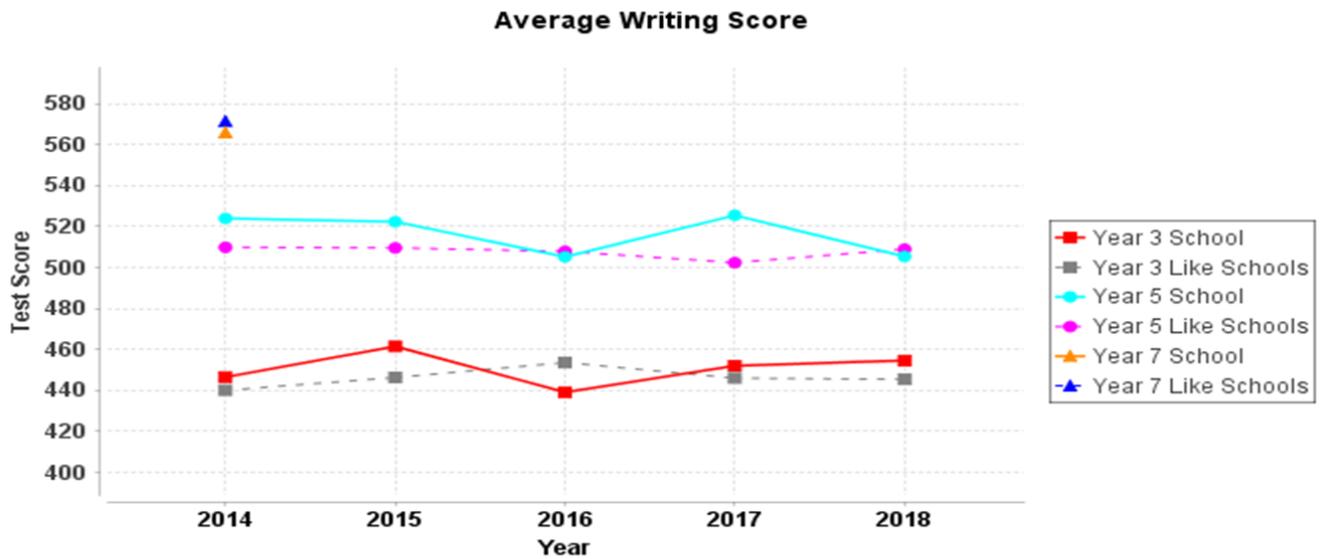
Data indicates that students exceeded Like Schools in the 'Excellent' for Year 3 however did not meet this in Year 5. There has been in-depth analysis of intervention programs and processes for 2019 that will target this area and support further growth.

Writing

Consistently match or exceed the mean score of WA like Schools in Years 3 and 5 in NAPLAN

Year 3

Year 5



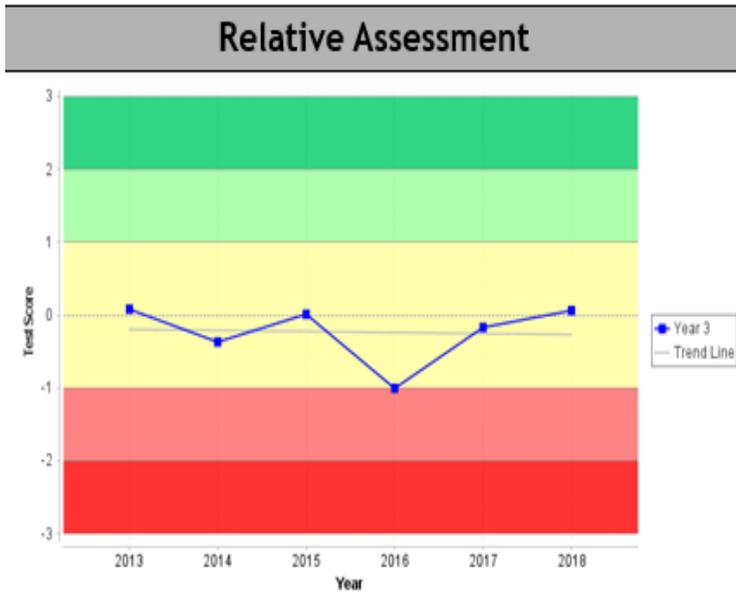
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Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2014	447	440	524	510	566	571
2015	462	446	522	510		
2016	439	454	505	508		
2017	452	446	526	502		
2018	455	445	505	509		

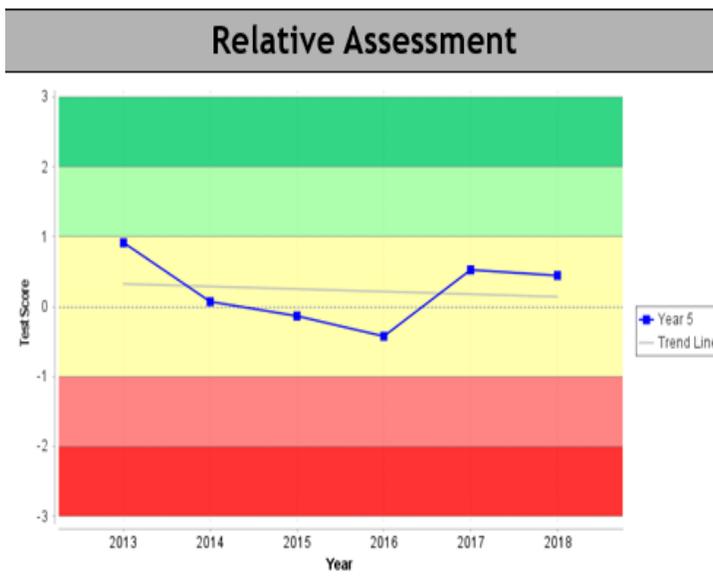
Relative Assessment will show the school has arrested the downward trend in NAPLAN writing.

Year 3

Year 5

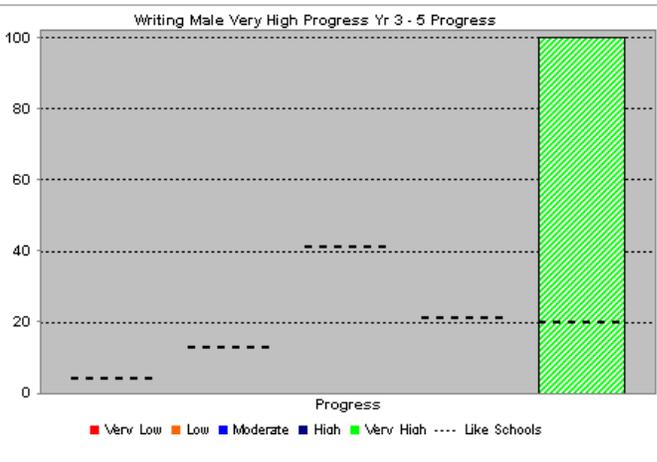
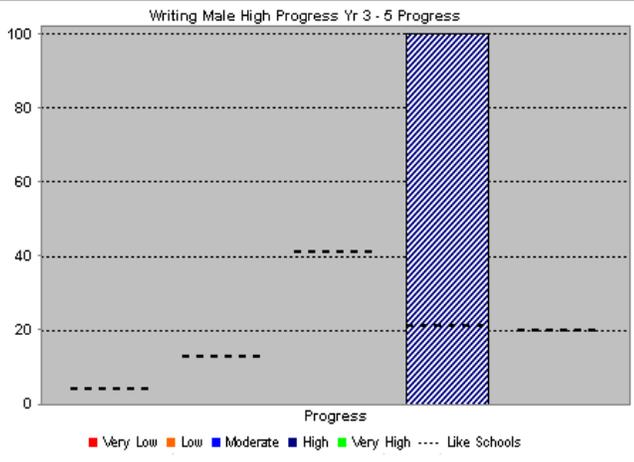


Data displays an upward trend for the Year 3 cohort in writing. Analysis of our writing programs supported a targeted approach to this aspect of the English curriculum. A refocus on a whole school approach to English in 2019 will support the continued upward trend.



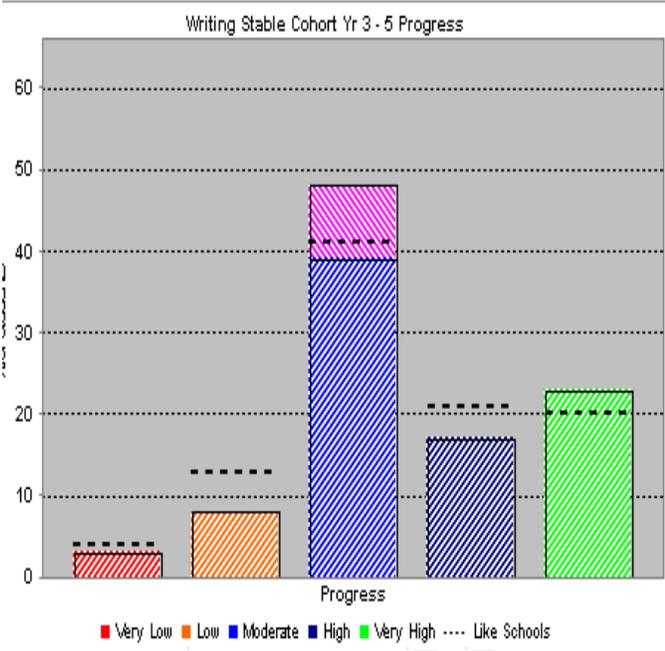
Data displays a slight downward trend for Year 5. A refocus on a whole school approach to English in 2019 and targeted intervention processes for identified year 5 students will support growth in this learning area.

The First Cut 'high' and 'very high' progress of boys between Years 3 – 5 matches or exceeds that of WA like Schools.



Indications show the progress on the 'high' and 'very high' progress for boys exceeds that of WA Like Schools.

The number of students making low and very low progress to reduce to below WA like Schools in First Cut data between Years 3 and 5.

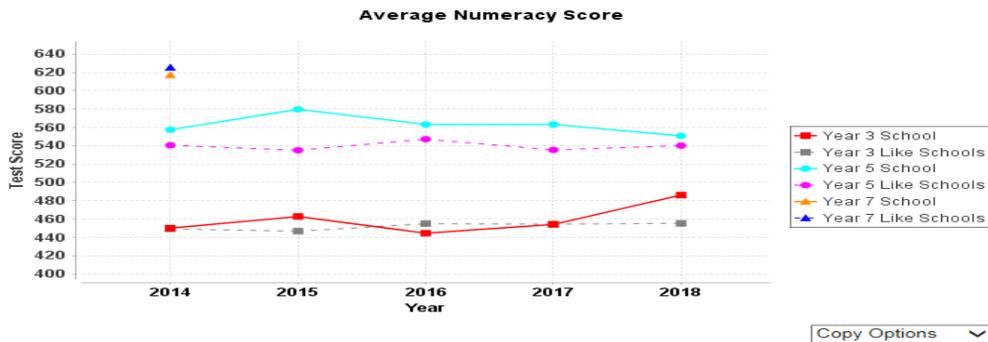


Indications show the reduction of the 'low' and 'very low' progress has been achieved. This demonstrates that targeted intervention programs had a positive impact on the outcomes of student achieving higher progress

BUSINESS PLAN TARGETS: MATHEMATICS

Achievement Colour:	At or above target	Near Target	Below Target
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Consistently match or exceed the mean score of WA like Schools in Years 3 and 5 in NAPLAN	Year 3
	Year 5



Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2014	450	449	557	540	617	625
2015	463	447	580	535		
2016	445	455	563	547		
2017	454	454	563	535		
2018	486	455	551	540		

Maintain the percentage of students in the top two proficiency bands at or above WA Like Schools 2017 – 18	Year 3
	Year 5

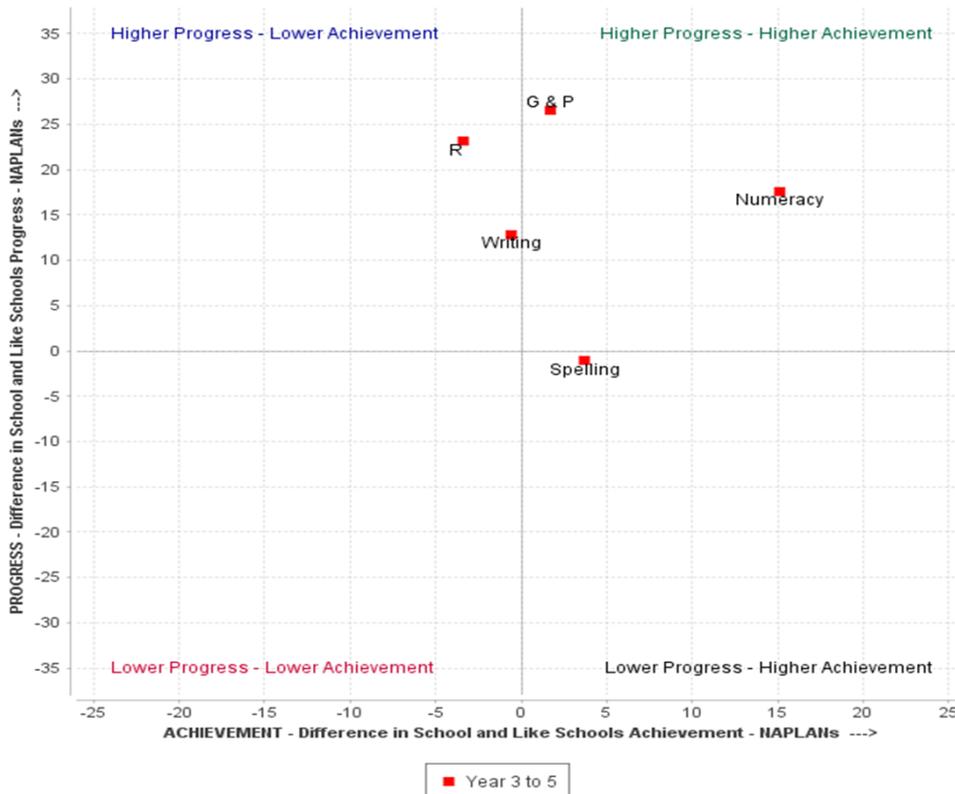
Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2017		2018		2017		2018	
Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633					34%	24%	24%	27%
7	530 - 581					37%	29%	44%	30%
6	478 - 529	36%	39%	51%	36%	24%	30%	21%	25%
5	426 - 477	25%	24%	26%	33%	6%	14%	10%	14%
4	374 - 425	30%	25%	21%	20%	0%	3%	1%	3%
3	322 - 373	8%	9%	1%	8%	0%	0%	0%	1%
2	270 - 321	1%	3%	0%	3%				
1	Up to 269	0%	0%	0%	0%				

The stable cohort demonstrates high progress/high achievement 2017 - 2019 on the Schools Online progress verses achievement.

Year 3
Year 5

Student Progress and Achievement Compared with Like Schools
NAPLAN Year 3 2016 to Year 5 2018



EXCELLENCE IN STUDENT ACHIEVEMENT

Early Childhood

Business Plan Target:	95% of students by the end of PP will reach 0.5 in on-entry	
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On Entry Summary 2018

Speaking and Listening Summary	2015	2016	2017	2018
% of students below minimum expected level (0.4)	35	20	33	31
% of students at or above minimum expected level (0.4)	65	80	67	69
Highest score	2.6	1.8	2.6	2.6
Median score	0.5	0.6	0.6	0.6

- The 2018 results were very similar to 2017. Apart from 2016, which had results quite different to the other years, this is our lowest percentage of students below 0.4.
- There are 5% of children at 2.6 (3 children). It is important that they are exposed to a variety of challenge and extension opportunities. IEPs may be appropriate for these students.
- Many of the individual students who received lower scores for Speaking and Listening have English as a second language.

Future Recommendations

- The ESL support teacher will work with ESL students on targeted oral language intervention.
- Students below the minimum expected standard as set by the school, will be closely monitored and referred to student's services or placed on IEP/GEPs, as required.

Reading Summary	2015	2016	2017	2018
% of students below minimum expected level (0.4)	16	11	12	12
% of students at or above minimum expected level (0.4)	84	89	88	88
Highest score	1.9	2.3	1.9	2.9
Median score	0.6	0.6	0.7	0.6

- The same number of students below 0.4 as 2017, our reading results have been reasonably consistent across the 5 years.
- Median 0.6, slightly lower than last year, comparable with other years
- 1 student at 2.9 – the highest score over the 5-year period

Future Recommendations

- Students below the minimum expected standard as set by the school, will be closely monitored and referred to students' services or placed on IEP/GEPs, as required.

Numeracy Summary	2015	2016	2017	2018
% of students below minimum expected level (0.9)	28	42	23	41
Percentage of students at or above minimum expected level (0.9)	72	58	77	59
Highest score	1.6	1.6	1.6	1.6
Median score	1.1	1.1	1.2	0.8

- 41% of students below the minimum standard is relatively high compared to last year, more in line with other years.
- Our median score is the lowest in five years, due to a large group at 0.8

Future Recommendations

- Students below the minimum expected standard as set by the school, will be closely monitored and referred to student's services or placed on IEP/GEPs, as required.

NB: Due to the fact that there was a new assessment process for Writing the progression point data was not created.

The Australian Early Development Census (AEDC) is a population based measure of how children have developed by the time they start school. It looks at five areas of early childhood development domains: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills, and communication skills and general knowledge.

Churchlands Primary School celebrates its culturally diverse community. A significant number of students speak English as an Additional Language/Dialect (EAL/D) approximately 45% and they are supported by a qualified EALD specialist.

Following the 2018 data collection, Churchlands Primary School reviewed their AEDC School Profile results and identified;

- 1) An increase in children attending school with English as a second language.
- 2) An increase in children bring identified as requiring further assessment (behaviour management, physical, cognitive or emotional development concerns).
- 3) A decrease in parents/caregivers who are actively engaged in supporting their children's learning.
- 4) An increase in the absenteeism of between 2-5 days duration.
- 5) On a positive note, it was shown that children are making good progress adapting to the structure and learning environment of the school.

Future Recommendations

In response to the results, the school recognised the need for early childhood to be added as a priority in its strategic planning. As a starting point, the school pinpointed two key focus areas.

- 1) Early intervention to ensure identified students have access to early intervention programs and specialised plans.
- 2) The use of documented plans, case management meetings and open communication with outside agencies.
- 3) EALD support for early childhood children to ensure a differentiated curriculum is offered to meet the individual needs of all children. EALD progress maps are used to plan, monitor and assess students' progress. Teaching programs focusing on oral language, semantics, vocabulary and comprehension.
- 4) Open and transparent communications with parents to support them in actively engaging in school with the use of the EAL/D teacher and expert EALD external agencies.



EXCELLENCE IN STUDENT ACHIEVEMENT

English

Achievements

- In English, staff have further implemented the whole school scope and sequences in reading, writing and grammar that were developed in 2017, based on the WA curriculum and First Steps Literacy resources. This has led to more cohesion with regular collaboration and moderation occurring in PLC meetings. Seven Steps strategies have been added to the scopes and sequences as a whole school writing resource/tool. The Seven Steps activities have been provided and developed for the different phases of learning, and explicitly identified in the writing scope and sequence. All resources and documents that teachers have access to are stored in CPS Connect.
- The Brightpath writing tool has been shared and a team of CPS teachers across the phases of learning met to discuss and started to trial the implementation within their classes. This has fed back to the staff with initial implementation underway at a whole school level.
- Synthetic phonics program is further embedded with extra resources purchased at point of need: Letters and Sounds (K-year 2) and Words their Way (year 3 – 6). Teachers are more familiar and cross set where necessary.
- Intervention groups were provided, 3rd wave, through the use of the Sounds-Write program: spelling. A reading program has also provided support to students identified through data to assist in reading speed, fluency and comprehension.
- Case Management process in reading continued in 2018 with staff interrogating data (NAPLAN, PAT, PM Benchmark) in order to identify and develop targeted intervention programs. These students received intervention throughout the year.
- The Handwriting policy 2018 was created after consultation with the staff. The change to New South Wales foundation font (to closed 'b' and 'p') will be implemented in 2019. This is more aligned to the current handwriting style in K-PP and to reduce the confusion some students may have when learning to read and write.
- The Lexia Core 5 online program had a review and teachers wanted to continue to use it but weren't sure they were getting the most out of it. A consultant delivered a PL to the Year 1 – 4 teachers explaining the program in more detail. After this session, the Lexia Core 5 expectations and usage guide was developed. This has led to giving teachers more resources to provide support to students at point of need and is in line with the whole school scope and sequences already in place.

Achieved

- Staff have a deeper understanding of the English curriculum by embedding the whole school scope and sequences as an integral part of the teach, plan and assess cycle within phase of learning levels.

- The integration of the Seven Steps strategies with the 10 Key Elements of Effective Writing (NAPLAN). Each professional learning community completed a moderation task with one or more of the Seven Steps as a criteria.
- Staff are aware and have had 'a play' with the Brightpath tool led by the CPS Brightpath team. Staff could see the relationship between moderating samples of text to the whole school writing scope and sequence to make it easier to forward plan, teach and assess more consistently within and across year levels.
- A variety of intervention groups were provided and implemented by Education Assistants, under the direction of the deputy, with great success.
- The Handwriting policy 2018 was created after consultation with staff.
- The Lexia Core 5 expectations and usage guide 2018 was developed in consultation with staff.

Focus for 2019

- A curriculum review will be initiated to provide data that will drive whole school directions and support teachers in value adding to their skills and knowledge in whole school curriculum directions and focus.
- Further embed the whole school scope and sequences in reading, writing and grammar.
- Upskill staff in the use of First Steps Literacy resources, at point of need.
- Continue with regular moderation in each professional learning community.
- Implementation of Brightpath as a whole school assessment moderation tool. This will be used to accurately moderate and assess student writing in a whole school format. Once staff are assessing student writing accurately with Brightpath, the writing resources and programs implemented currently at CPS (Talk4Write, Seven Steps, Pie Corbett) will be used together with a focus on explicitly teaching the 10 Key Elements of writing, to reach targets identified for student development.
- Case Management process further developed and implemented, with relevant intervention programs.
- Enrich whole school scope and sequence in reading by incorporating components of viewing more explicitly.



EXCELLENCE IN STUDENT ACHIEVEMENT

Mathematics

There is a strong emphasis on a 'whole school approach' to maths to ensure a common understanding through all year levels. All maths lessons are taught in a daily 'maths block' with a minimum of five hours maths instruction per week. These maths blocks have a specific structure involving vocabulary, mental maths, explicit teaching, whole class activities, differentiated learning activities and plenary (reflection). The Envision Maths program is used by teachers as a basis to their maths teaching developing a common understanding of mathematics vocabulary and curriculum specific to each year level. K7 Maths and Mathletics online programs are also used both in class and at home to reinforce current topics or to catch up on past work. The New Wave Mental Maths text book is used to reinforce and revise mental maths strategies.

2019 Focus

A whole school approach to maths problem solving will be reviewed in 2019 to support more evidenced based teaching and learning practices that challenges students thinking and engages them in creative and critical thinking.



EXCELLENCE IN STUDENT ACHIEVEMENT – SPECIALIST AREAS

VISUAL ARTS

During 2018 Churchlands Primary School had three priorities to be implemented in the Visual Art class.

- introducing the Western Australian Art curriculum, with guidance from the mandated scope and sequence and the approach of *making* and *responding* in my planning and reporting.
- Cross curriculum Priorities being Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability.
- promoting IT and linking STEAM.



Sculpture by the School

Although whole classes didn't attend Sculpture by the Sea at Cottesloe Beach, the school community was encouraged to visit the exhibition. We had an overwhelming response from the students sending the art room selfies with their families engaging with many of the sculptural installations at the beach. Our art room AWE-wall was amazing and a real sparked discussion and oral responses with the students. During classes all the children explored techniques and ideas making their own sculptures and this culminated with the Annual Sculpture by the School exhibition.

We engaged *Urban Indigenous* to help develop indigenous art work on Room 14 walls. This supported students understanding of Aboriginal and Torres Strait Islander cultural aspects and how art plays an important role in their culture.



DRAMA

The drama program in 2018 has engaged learners from Pre Primary through to Year 6, building their confidence in performance, encouraging empathy for others and developing critical and creative thinking. Through a culture of trust, collaboration and respect all students have performed improvised and scripted dramas. These dramatic performances have provided students with a deeper understanding of characters and narrative structures.

Specifically, some highlights have been; Year 6 students performing monologues as a character from the novel *Holes*, Year 4 classes performing a play to the PP, 1 and 2 classes as an end of year show, Year 5 students competing in an entertaining Theatresports competition in term 4, Year 6 students dedicating term 3 to rehearsing the musical, *Shakespeare Rocks*; receiving rave reviews. In addition, Aboriginal stories were performed by Year 3 and 4 classes in term 2. Year 1 and 2 students have continued to devise their own dramas incorporating some of the Seven Steps of writing. Pre Primary classes have been learning fairy tales and retelling and acting these stories to their peers.

Feedback given from both peers and the teacher is a central part of most lessons. This enables students to work towards their performance goals. It also builds resilience, as students must accept as well as give advice for improvements. Not only does drama offer an opportunity for students to explore their own and other cultures, it enhances wellbeing through the opportunity to express, explore and develop the concept of self. Team work is a core element of most drama activities and this builds stronger connections between students, with improved resilience among participants.

Two excellent plays by Bell Shakespeare Theatre Company and Yirra Yaarkin Theatre were enjoyed by students in term 3 and 2 respectively. Watching professional performances enables students to appreciate theatre in the community and understand the roles people play to deliver such performances.



MUSIC

Target - year 5's average cohort score in the Music Aptitude Test for 2018 was 25.4 out of 40 points.

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. Technology is a feature of the music room, and is utilised in the delivery of music lessons as well as in preparation and directing of the orchestra and choir. It is also regularly utilised by the students through both ipad apps and online (cloud) music programs for both learning and playing music.

The Instrumental Music School Services program (IMSS) 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, flute and piano.

During 2018, students were involved in a number of ensembles and bands as well as various musical events. VOICE Senior Choir, numbering 66 children, performed mature, complex three part songs to an extremely high level. HOTNOTES Orchestra, a full orchestra of 45 children, performed contemporary tunes to great effect and Churchlands Primary School String Orchestra scored excellent in their division at the ABODA Junior Orchestra Festival. Many children were also involved in our annual talent show and also the Big Music Night, a massive showcase of all things musical at the school.



PHYSICAL EDUCATION

The Physical Education program incorporated a wide range of fundamental skills for games and physical activity including dance.

With a 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, interschool winter sports, interschool swimming, athletics and cross country carnivals.

Highlights included Churchlands PS achieving their best results at the interschool swimming and athletics carnival and increasing numbers of parents and younger siblings benefitting from running club and increased activity.

A focus for the school this year was to build resilience, persistence and routine through daily exercise. A combination of body weight exercises and running at the start of each lesson was used to achieve this. The exercise would only last for 6 minutes but it was designed to push the students outside of their comfort zones and help establish a routine that they can do outside of school.

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. Over the year we saw improvement in the throwing, catching, striking and kicking in the junior school. Also, there has been a focus on building resilience and persistence through our game play approach.

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 2018, 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.

In 2018, we used the beep test to measure improved fitness. This test has been

selected by the school to standardise and monitor student fitness throughout the year. The test involves running continuously between two points, (years 1-2, 15 metres and years 3-6, 20 metres) and is completed four times during the year. These runs are synchronized with a pre-recorded CD which beeps at set intervals. As the test proceeds, the interval between each successive beep decreases, forcing the students to increase their speed over the course of the test. The recording is typically structured into 21 'levels'.

	Start of 2017	End of 2017	Value added
Year 1	6.4	7.9	1.5
Year 2	7.2	8.6	1.4
Year 3	3.4	5.6	2.2
Year 4	4.6	5.9	1.3
Year 5	5.7	7.4	1.7
Year 6	6.2	8.1	1.9

Interestingly, the fitness standard for entry into the Australian Navy, Army and Air Force are as follows: Navy –Level 6.1, Army –Level 7.5, Air Force –Level 6.5.

All year levels made good progress in their fitness over the year, resulting in improvements to those recorded in 2018. For the first time we had our year 3 students running over the 20 metres so we could see the comparison between our year 3 and 4 students.

Focus 2019

We will continue to focus on aerobic fitness and encourage more students and their families to continue to engage in aerobic activities outside of school hours, particularly on the summer holidays. It is very important with the increase of technology in today's society that children engage in daily physical activity and if they can establish a routine at a young age they will be able to use these tools later in their lives. A healthy body goes a long way to enriching a healthy mind.



Science

This year in Science Churchlands Primary School has been working toward creating a whole school approach to the way in which investigations are taught and conducted. Common junior, middle and senior investigation planners were created and are available for teachers to use on Connect to encourage consistency across year levels.

To support our need to be able to measure whole school Science outcomes, ACER PAT Science Assessment was introduced to years three to six. Our year six cohort achieved our business goal of achieving at least three points above the medium in the test. Other years are at or slightly above the norm median.

2019 focus

We will be consolidating the streamline approach to the teaching of science and investigations within and across year levels. Development of targeted professional learning for teachers will be developed. An ongoing focus is to create common assessment tasks based on common rubrics. A whole school sequence of common science language will be created and displayed in word walls around the school.



STEAM & Digital Technologies

As a continued business plan focus, integrating STEAM learning strategies across the curriculum was again a school priority in 2018. With the implementation of CPS STEAM operational plan our vision made sure that our students are well equipped with skills and knowledge that help them not only adapt to their future lives, but to thrive in their ever changing environment. A cornerstone strategy to develop our student's STEAM knowledge, understanding and practice centred on the annual Science Week/STEAM Expo project.

Building on successes in 2017, in term three the science, STEAM and technologies committees organised the 2018 Science Week / STEAM Expo event based on the National Science week theme, 'Game Changers and Change Makers'. The event consisted of daily teacher led lunch time activities, a STEAM profession dress-up day and the STEAM Expo community open day.



In 2018 we hosted 15 parent sessions, an increase on our inaugural year which demonstrates an increase in profile and community support of the event. Students were provided opportunities to be engaged with numerous scientists broadening their knowledge of the field of Science and technologies.

We had a visit from Jonovan Vanyken from the CSIRO who shared his journey in becoming a scientist and how he is working in the field of microbiology to help improve the way we recycle. We were also very privileged to have a visit from Wiebbe Wakker who has driven his electric car from the Netherlands to Australia over the past 2 and a half years. Wiebbe's *Plug Me In* project promoted the advantages of using electric power over using traditional fossil fuels to help improve our global environment.

2018 presented another first for Churchlands Primary School in the STEAM learning area. The Years 3-6 girls were given the opportunity to participate in the prestigious St Mary's *STEAMing Ahead Competition*. The competition required girls to apply their problem solving and critical and creative thinking skills throughout a number of team based activities. While the Year 5-6 team performed strongly for our first representation at the competition, the Year 3-4 team won their division. The pleasing results of the event have encouraged more CPS girls to actively participate in the STEAM learning area, while providing the school with positive feedback that our STEAM program is improving our student's knowledge and understanding.



With another major business plan focus of providing CPS students with authentic voice, the 2018 student STEAM leadership program went to new lengths to provide student directed programs. The 2018 STEAM team were directly responsible for a number of new initiatives including technical support for school assemblies, art direction for school assemblies, the organisation of student STEAM based competitions and the development of the CPS Minecraft club. Under professional guidance the students both exercised their personal voice to prioritise and lead school projects and developed their personal skills and understanding. Through their efforts, the 2018 STEAM has raised the profile of STEAM student leadership considerably within the school, inspiring a dramatic increase in 2019 STEAM team applications.

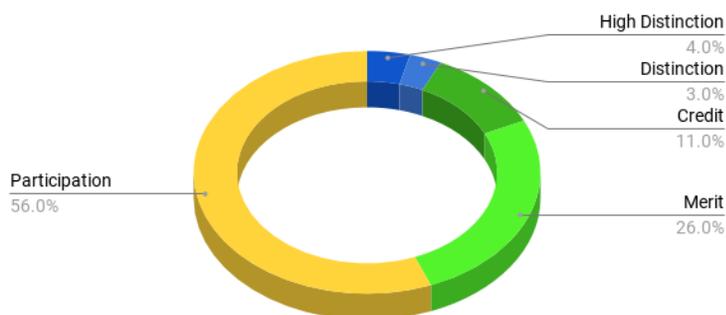
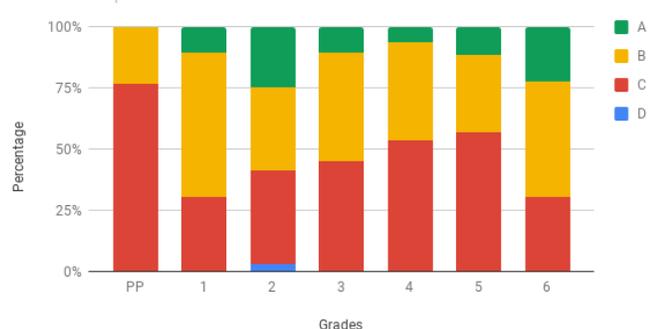


As outlined in the STEAM / Digital Technologies 2018 operational plan, importantly a number of measurable data baselines were established to help refine and improve programs in the future. Data selected for growth measurement included the formal reporting of *Digital Technologies* and *Design & Technology* student curriculum learning, the international BEBRAS assessment data, the creation of the CPS Digital Passport, and student, teacher and parent feedback.



Churchlands Primary School 2018 Bebras Results
Computational & Critical Thinking

Churchlands Primary School - Digital Technology
Semester 1 Report Grades



Focus 2019

- Development of effective data collection will continue to be monitored and analysed in 2019. Specific improvement targets will be set and outlined within the 2019 STEAM and Digital Technologies Operational Plan.
- Further develop and embed Digital Citizenship across the school to support the embedding of knowledge of the appropriate use of digital technology and use of social platforms.
- Continue to provide parents with relevant information to support their understanding of digital technology and how to effectively link this with their child's engagement of this at home. This will continue through parent workshops/forums, newsletters and webpage.
- Continue coaching support for staff value adding to their skills and knowledge of embedding our STEAM and Digital Technologies practices into all learning areas.
- Development further of the *Digital Passports* to support the development of students' practical digital technology skills
- actively seeking avenues to build collaborative partnerships in all areas of digital technology with the CPS parents and community.

STAFF HEALTH AND WELL BEING

Having healthy staff is important not only for themselves but for their students as well. 2018 had lots of firsts in this area. We had a focus on Staff Health and Well-being which is important to ensure staff are looking after themselves. We had a focus on staff health and wellbeing in week 1 of term 2. The week was full of targeted activities before and after school that focused on team building and staff bonding. We showed Mr Marshall what we are made of during a team building session, staff breakfasts and morning teas focusing on healthy eating and taking time out, and developing ways to relax through the use of mindfulness strategies.

Churchlands Primary supported National R U OK? Day for the first time at the end of term 3. Everyone wore yellow and we raised around \$270.00 for the foundation. We spoke to students and teachers about the importance of checking in with your family, friends and colleagues regularly. 2018 provided opportunities for staff to get together, relax, recharge and focus on their own wellbeing.

SUSTAINABILITY

The 9 R Programme continued throughout the year, with 22 year 5 Environmental Officers assisting with the day to day responsibilities of maintaining the shed. Worm farming in year one, composting with year 5, chicken feeding and egg collecting in pre-primary and vegetable garden care in year 2 and 3 were some of the duties that students participated in.

Our eco cash reward system is in operation every lunchtime. This encourages students to care for our school grounds and according to our gardener, it certainly makes a difference!

Some of the highlights in 2018 were designing and building models by year 4 students for the new frog habitat. Community expertise was called upon with Mandy Bamford (a renowned local ecologist) and Dr Jenni Parker (a retired university science lecturer) visiting the year 4 classrooms and assisting students in the process of designing a frog habitat. These designs will be used for the frog habitat in our Creative Play Space Playground in 2019.



A trip to Tamala Park in term 3 for year 5 students highlighted the importance of recycling and composting. This was a real eye opener for students to see the mammoth waste site at Tamala Park and just how big our waste problem is. A visit by Captain Clean-up for all pre-primary – year 3 students was a fun way to learn the importance of reducing waste, in particular the dangers of plastic bags. Stirling Council provided recycling lessons to all students from pre-primary to year 4. These once again instilled the importance of caring for the environment through composting and recycling waste.

Our annual Quairading tree planting took place in July with 37 year 5 students, parents and teachers attending the camp. We were part of a community project to assist with planting 10000 trees on salt affected Quairading farmland. Once again, the Rotary Clubs of Subiaco and Quairading assisted with finance to supplement the cost of the bus and also provided the food and accommodation for those that attended. This is a wonderful ongoing community partnership between city and country folk.

Many parents have had the opportunity to assist with the 9R programme by attending a busy bee in term one, building frames for the chicken coup, feeding and collecting the eggs on the weekend and during the school holidays. Parents have also assisted with planting, harvesting vegetables and cooking the produce in years 2 and 3. Thank you to all the parents that have assisted in 2018 with our school and community 9R shed.

Focus 2019

Developing further students understanding of sustainability will continue refocusing on specific programs that provide a deeper understanding of what it is and how we can be part of this.



NATIONAL SCHOOLS OPINION SURVEY - STUDENT, PARENT AND STAFF

Our Biannual National School Opinion survey (NSOS) was developed in 2018. Parents, staff and students in year 6 had the opportunity to complete the survey. The outcomes were presented to the School Board and the school community for comment. The impact on the whole school community due to a large number of leadership changes in a short time, had an impact on the outcomes of the data in some areas. Relevant strategies have been developed to support areas identified that require further support.

Student Survey - 2018 – 153 responses (out of 171)

Overview/Positive directions.

2018 survey results are very similar to 2016 results. Implementation of strategies to support growth in students' voice has been through teacher whole school professional development in John Hattie's Visible Learning strategies and providing effective feedback.

Provision for students to be part of a leadership team has been high on the school's agenda. This includes development of a *Year 6 Leadership Policy*. Students have opportunities to be part of a number of leadership positions - Student councilors, Sports Captains, Care Captains, Drama, Music, Visual Arts and STEAM Teams. Students in other year levels can also be part of the Sustainability Team and class leadership. The year 6 Student Councilors roles and responsibilities was reviewed in 2018 providing them greater opportunity to lead and manage tasks and present ideas to teachers and the school Executive.

We continue to develop opportunities for active, positive student engagement and voice.

Staff Survey - 2018 – 34 Responses (out of 60 Staff)

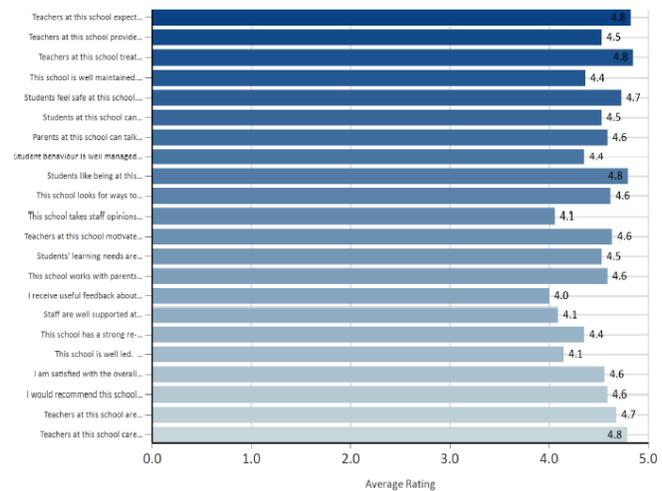
Two additional questions were added in light of change management:

Q 23: CPS is progressive and embraces change:

82% Strongly agree/agree. 12% Neither agree/disagree. 6% disagree

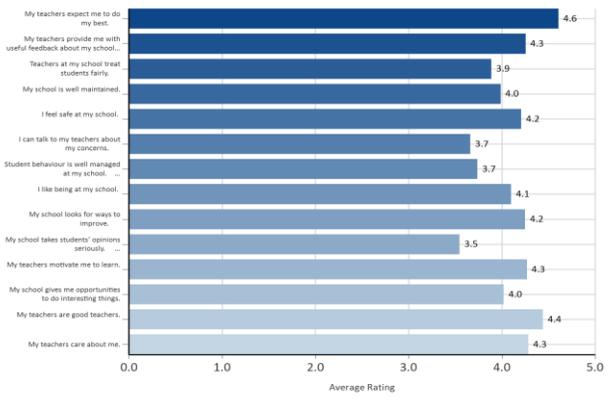
Q. 24: The level of consultation is appropriate to the importance of the change items:

53% Strongly agree/agree. 26% Neither agree/disagree. 15% disagree, 6% Strongly disagree



Overview/Positive directions.

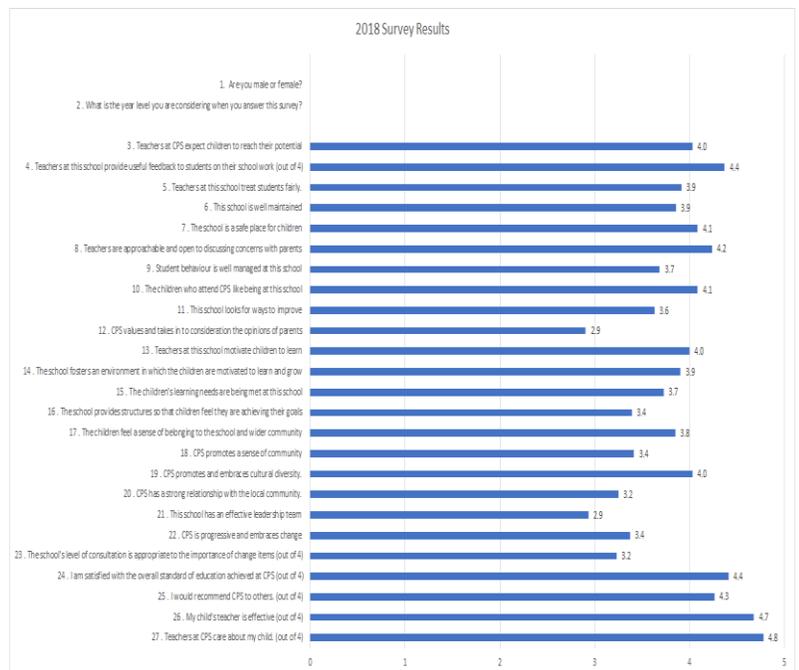
2018 survey results are similar to 2016 results. High levels of satisfaction support the commitment that staff have to students, parents and CPS. There is ongoing focus on ensuring staff are provided adequate feedback that support professional and personal growth. Review of developing whole school/PLC team approach to appropriate open and transparent Communication and consultation remains a focus. Internal staff survey to be developed from questions related to areas identified as requiring further feedback from staff. Avenues will be developed to support the feedback given. Whilst research demonstrates change management creates varying stages of development with an initial uncertainty in change processes, it needs to be taken into consideration when whole school planning is developed.



Parent survey - 2018. 106 responses (out of 400 Family representatives)

Overview/Positive directions.

There is a positive level of feedback in 15 out of the 23 Questions. Noted is the high percentage of feedback in the **neither agree or disagree** in some categories. Survey research indicates this could be due to parent satisfaction with that area or they do not have the knowledge to give an opinion. Q 20 and 22 where staff have a high opinion of this is different to the parent's perception. Q23 shows a disparity between to **Agree/Disagree** and the high % rate of **neither agree or disagree**. It is acknowledged that having significant leadership changes in a short period can attribute to an unsettling of the community.



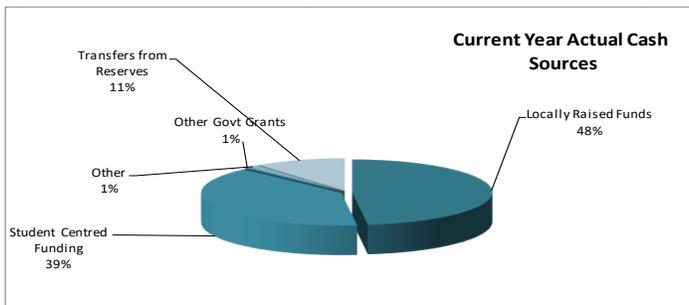
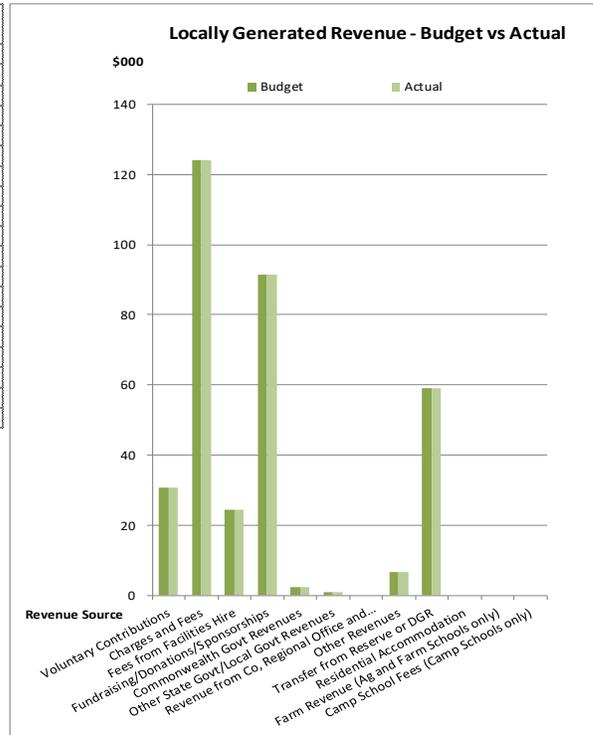
Along with added change management this can create adverse effects on opinions as the school moves forward with relevant change practices and processes and is not uncommon in these situations. Continuous review of appropriate school/parent communication and/or consultation practices has been considered by the school and School Board and will continue to be as we progress towards more positive outcomes. We will continue engaging our parents in being part of the CPS community in positive ways and build on the already great CPS parent and community relationships.

FINANCIAL SUMMARY

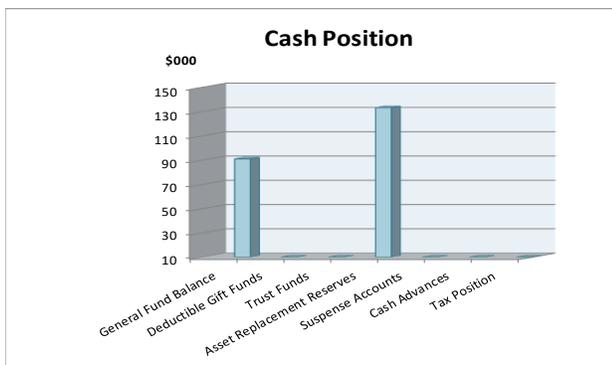
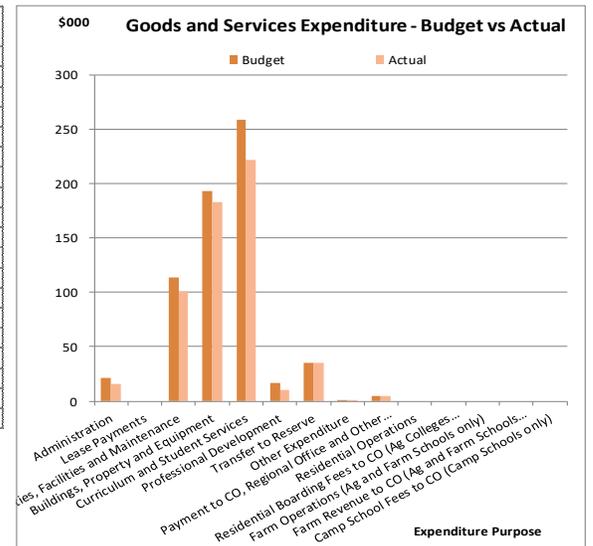


Churchlands PS Financial Summary as at 31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 30,794.00	\$ 30,794.00
2 Charges and Fees	\$ 123,984.00	\$ 123,983.50
3 Fees from Facilities Hire	\$ 24,270.00	\$ 24,270.00
4 Fundraising/Donations/Sponsorships	\$ 91,386.00	\$ 91,385.60
5 Commonwealth Govt Revenues	\$ 2,298.00	\$ 2,297.50
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 6,634.00	\$ 6,636.33
9 Transfer from Reserve or DGR	\$ 59,000.00	\$ 59,000.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 339,366.00	\$ 339,366.93
Opening Balance	\$ 100,713.53	\$ 100,713.53
Student Centred Funding	\$ 221,507.00	\$ 221,506.98
Total Cash Funds Available	\$ 661,586.53	\$ 661,587.44
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 661,586.53	\$ 661,587.44



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 20,793.00	\$ 16,125.16
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 113,998.00	\$ 100,670.11
4 Buildings, Property and Equipment	\$ 192,886.00	\$ 182,885.31
5 Curriculum and Student Services	\$ 258,053.00	\$ 221,220.91
6 Professional Development	\$ 17,000.00	\$ 9,726.35
7 Transfer to Reserve	\$ 35,000.00	\$ 35,000.00
8 Other Expenditure	\$ 796.00	\$ 798.45
9 Payment to CO, Regional Office and Other Schools	\$ 4,300.00	\$ 4,300.00
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	\$ 642,826.00	\$ 570,726.29
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 642,826.00	\$ 570,726.29
Cash Budget Variance	\$ 18,760.53	



Cash Position as at:	
Bank Balance	\$ 222,673.27
Made up of:	\$ -
1 General Fund Balance	\$ 90,861.15
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 133,036.12
5 Suspense Accounts	\$ 339.00
6 Cash Advances	\$ -
7 Tax Position	\$ -
Total Bank Balance	\$ 222,673.27

Abbreviations Glossary

PLC: Professional Learning Community

TRB: Western Australian Teacher Registration Board

EAL/D: English as an Additional Language/Dialect

IEPs: Individual Education Plans

GEPs: Group Education Plans

AEDC: The Australian Early Development Census

NAPLAN: National Assessment Program Literacy and Numeracy

PM Benchmark : Reading assessment resource

PAT: Progressive Achievement Test

STEAM: Science Technology, Engineering, Arts and Mathematics

IMSS: Instrumental Music School Services program

DT: Digital Technology

NSOS: National School Opinion survey



Respect

Resilience

Engage

Excel



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