

2020 ANNUAL SCHOOL REPORT

Carine Primary School

CARINE PRIMARY SCHOOL ANNUAL REPORT 2020

Carine Primary School (CPS) was established in 1978. We are proud of our tradition of serving the educational needs of thousands of students who have gone on to do some amazing things in their lives and communities.

As a staff, we maintain a commitment to achieving high standards of academic, social and sporting excellence. Our motto, vision, beliefs and values reflect what we stand for and define who we are.

The school nurtures optimism, confidence and resilience through promoting a 'can do' attitude in each student. We provide a supportive, inclusive environment in which all our students are encouraged to care for and respect themselves and others. The positive contribution of parents is recognised and valued in all aspects of school life.

NATURE OF THE COMMUNITY

Carine Primary School is a Level 5 school with approximately 600 students from Kindergarten to Year 6. It is situated on the coastal strip 15 kilometres north-west of Perth in Western Australia. Many parents have tertiary degrees and many operate businesses. There is a high degree of value placed on education and learning and an increasing awareness of the need to provide opportunities for students to develop resilience and a positive mind set, both at home and at school. Attending to student mental health and well-being will be an ongoing focus because of the strong relationship this has on achieving good learning and social outcomes.

Our primary school grounds merge with Carine Senior High School (CSHS) and both schools have wide open playing areas which are extensively used and enjoyed by the students. The community is well serviced by shops, sporting clubs and recreational areas.

PARTNERSHIPS AND PARENT PARTICIPATION

Carine PS is an Independent Public School. The Carine Primary School Board members are drawn from parents, staff and community members. The Board meets each term to update and review policies and monitor the school's Business Plan. The Board is committed to supporting the school to achieve its vision: "Quality teaching, differentiating to improve student achievement and well-being". The school is currently at capacity with many enquiries from out of area families and families moving into Perth from interstate and overseas.

Carine PS enjoys excellent support from the parent body and encourages parent participation through the P&C, regular assemblies, community events, communication via Connect and regular Newsletters. Parent volunteers are used in various curriculum and extra curricula activities such as classroom assistance, coaching and officiating at sporting events, assisting with excursions and camps and being involved in fundraising. Parent feedback reflects strong support for our school with the biennial National Opinion Surveys and personal positive parent feedback confirming this. We ensure parents opinions are valued but it is understood that there are a wide variety of opinions and not all can be accommodated within the school's structures and priorities.

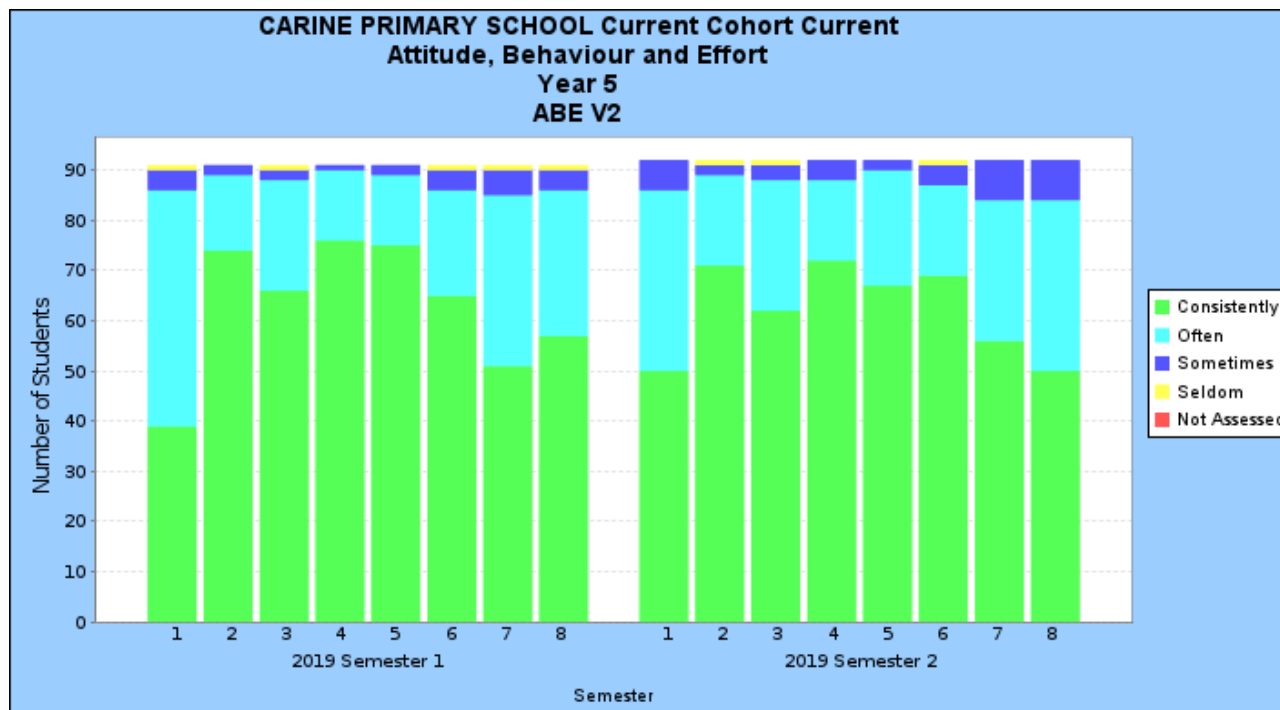
Every year, the school meets with parents in our early years, to share the school's vision and discuss the school's policies and procedures. We particularly encourage our new parents to access the range of school communications and to contact the school directly should they have any concerns or queries. The importance of avoiding social media for these purposes is emphasised. We will continue to build on the positive relationship we have with our community using strategies already in place. Our emphases will be on continuing to enhance the physical environment, improving and refining major policies and continuing to make our school a welcoming and supportive learning environment for new and existing students and their families. Attending to staff and student well-being is an ongoing focus.

PRIORITY 1: SUSTAINING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT.

This year we have reviewed and strengthened our Positive Behaviour Support approach, ensuring our students are guided and supported to demonstrate strong values. Our Code of Behaviour has always been based around '3Ps and an S' where the first is 'People' (treat other people as you would like to be treated), the second is Property (look after your belongings and the belongings of others), the third is 'Personal Best' (Always try your best) and the fourth is 'Safety' (always work and play safely). We explicitly teach what they each mean and then what behaviours and actions define them in the classroom, in the playground and in the community. We expect all our 'Carine Kids' to draw on this knowledge and use it to guide their approaches to problem solving in social situations.

Teacher Judgements on Attitude, Behaviour and Effort

Information from teacher reporting on students' attitude, behaviour and effort indicates a good level of student performance in both semesters. In the Year 5 example below, 93.40% of students in Semester 1, Attribute 7 set goals and worked towards them with perseverance (the 'consistently' and 'often' group combined). This equates to 85 students. In Semester 2, 91.30% of all Year 5 students set goals and worked towards them with perseverance. This equates to 84 students. An overall decrease from Semester 1 to Semester 2 of 2.10% which equates to 2 students. However, it was also noted that in Semester 1, 6.59% of students were placed in the sometimes and seldom category for the same attribute. In Semester 2, 8.70% of students were placed in the sometimes and seldom category. An increase of 2.11% which equates to 2 students making a total of approximately 8 students in this category for Sem 2.



All attributes show statistically high levels of student engagement. Staff continue to monitor students and communicate with parents to help arrest concerns with individual student attribute trends. Concerns are addressed individually and worked through with parents and sometimes significant others. If necessary outside agencies are also consulted with parent permission.

The 2020 behaviour data was adversely affected by the COVID-19 pandemic and are not comparable to previous years.

School enrolment trends 2016 – 2020

Excluding Kindergarten (60 students attending part time in three groups of approximately 20).

2019 Carine PS Full Time School Enrolments					
	2016	2017	2018	2019	2020
Pre-Primary	78	79	74	64	70
Primary	416	440	473	462	475
Total	494	519	547	526	545

School staff numbers 2020

	Administration	Teaching Staff	Support Staff	Total
Number	3	33	22	58
FTE	3.0	26.3	14.6	43.9

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	95.3%	95.4%	93.8%	89.7%	88.6%	81.2%	95.2%	95.3%	92.7%
2018	94.8%	95.3%	93.7%	89.9%	86.9%	80.8%	94.8%	95.2%	92.6%
2019	94.8%	94.5%	92.7%	91%	85.4%	79.5%	94.8%	94.4%	91.6%

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.

Attendance rates are provided in respect of the first semester each year.

Attendance and Retention Target

Student Attendance levels are monitored and maintained at the already high levels that exist with all targets met. Parents are contacted where attendance falls into any of the risk categories but our biggest challenge is still parents who take their children on holidays during term time, despite us spreading the “It’s not OK to stay away” message. We give honest feedback in terms of the impact of missing school and all teachers actively support this message.

Student Attendance Analysis

We have made use of the ‘Students at Risk Report’ and follow up with the very small number of students who are most at risk, including engaging parents in case conferences, following up on unexplained absences and working with the district student engagement team if required.

PRIORITY 2: STUDENT ACHIEVEMENT AND PROGRESS

Literacy and Numeracy

We are continuing to focus on the longitudinal tracking of individuals, groups and cohorts of students to provide effective intervention and support.

A range of teacher assessments combined with data gathered from National and State testing programs indicates that there are high standards in the school. Comparative results with similar schools shows we are doing as well or better. We set learning challenges for all our students, ensuring we build on what they already know. We are particularly mindful of providing opportunities for our brighter students to excel.

View National Minimum Standards table below. 99% of students in Years 3 and 100% of students in Year 5 performed above the minimum national benchmark and we continually strive for excellence in student learning.

	2019 Percentage of Carine PS students at or above the National Minimum Standards done				
	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
Year 3	100	100	99	100	100
Year 5	100	100	100	100	100

The 2020 NAPLAN DATA was not available for publication as all assessment was adversely affected by the COVID-19 pandemic across all Australian states.

CPS staff professional learning focusses on developing high levels of literacy and numeracy. We see these core areas as the foundation for success at school and, along with social skills, the means to full participation in community life after the school years. Our focus is on increasing differentiation and our challenge is trying to maintain high progress from Year 3 results to Year 5 when the year 3s start from a very high base with, for example, 55% of our Year 3s in the top Spelling bands compared to 43% for our like schools and 75% of our Year 3s in the top bands for Grammar and Punctuation, compared to 51% for our like schools. (view table below). In fact, we are above our like-schools in all areas in the top bands but the gap closes by Year 5 which is our challenge.

Percentage of students in each Proficiency Band (Literacy, Grammar & Punctuation)

Band	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
6 to 10	478 & Above	66%	46%	75%	49%	47%	51%	29%	27%	31%
5	426 - 477	24%	21%	14%	26%	19%	25%	24%	24%	23%
4	374 - 425	4%	21%	6%	11%	19%	12%	15%	18%	17%
3	322 - 373	3%	7%	5%	8%	8%	6%	12%	14%	13%
2	270 - 321	0%	3%	0%	4%	5%	3%	10%	10%	10%
1	Up to 269	3%	2%	0%	2%	2%	2%	10%	7%	6%

SUMMARY OF STUDENT PERFORMANCE IN ENGLISH (LITERACY AND READING)













Band	Table 1 Reading							
	Year 3				Year 5			
	2018		2019		2018		2019	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
9-10								
8					40%	30%	30%	27%
7					31%	27%	39%	33%
6	43%	43%	59%	44%	15%	22%	21%	24%
5	33%	28%	27%	28%	9%	14%	10%	13%
4	10%	17%	8%	14%	3%	5%	0%	3%
3	9%	7%	6%	10%	3%	2%	0%	1%
2	3%	3%	0%	3%				
1	2%	2%	0%	1%				

Table 1: Comparison with Like Schools in Reading 2018/19 (shown as percentages)

 Above National Minimum Standard
  At NMS
  Below NMS

The data in Table 1 above shows the national assessment in Reading for Years 3 and 5 our students' achievements in the higher bands were equal or above 'like schools'. However, we recognise that several students are not maintaining their high rates of progress between Years 3-5. We continue to set specific targets for these children or groups of children. Although coming off a very high base in Year 3, our operational plans will continue to monitor this area. Whole school planning in English enables teachers to plan together, base their planning on the evidence available, focus on the point of error and relate it to the national standards. Moderation activities in English are used to identify areas of weakness and to support staff in making professional judgements about student grades. Specific programs are designed for students 'at risk' and where necessary are prepared in collaboration with parents. Interactive smartboard/iPad technologies are used to enhance teaching and learning in literacy and all learning areas. Teachers use online exemplars to reach shared understandings about what is required for demonstrations of standards of achievement.

Table 1 – 2020 - Literacy, Grammar and Punctuation

Years 1 - 6 Making Consistent Judgements - Grammar and Punctuation Result 2020						
YEAR LEVEL	A	B	C	D	E	TOTAL NUMBER OF STUDENTS TESTED
1	17	28	14	4	2	65
2	12	32	32	3	0	79
3	19	30	24	6	1	80
4	15	45	22	3	0	85
5	28	27	32	0	1	88
6	8	25	26	0	0	59
MCJ Score Range	The score range is decided in collaboration amongst year level teachers.					

Table 2 – 2020 – Literacy, Writing

Years 1 – 6 Making Consistent Judgements - Writing Result 2020						
YEAR LEVEL	A	B	C	D	E	TOTAL NUMBER OF STUDENTS TESTED
1	5	20	33	3	3	64
2	3	21	26	12	5	67
3	11	20	34	13	1	79
4	4	21	47	8	3	83
5	11	33	39	7	1	91
6	9	30	30	1	0	70
MCJ Score Range	The score range is decided in collaboration amongst year level teachers.					

Table 3 – 2020 - Literacy, Reading

Years 1 – 6 Making Consistent Judgements - Reading Result 2020						
YEAR LEVEL	A	B	C	D	E	TOTAL NUMBER OF STUDENTS TESTED
1	5	10	40	9	0	64
2	14	19	24	11	1	69
3	21	33	20	2	2	78
4	6	27	49	2	1	85
5	9	44	32	4	1	90
6	4	31	24	9	0	68
MCJ Score Range	The score range is decided in collaboration amongst year level teachers.					

Due to COVID-19, the students in Years 3 and 5 did not participate in NAPLAN testing in 2020. However, the teachers at Carine Primary School continued to teach and assess all students as per usual. This cycle happens throughout the year and is referred to as MCJ (Making Consistent Judgements). The data in Tables 1 – 3 above show moderation activities in Literacy. The moderation activities are used to identify areas of weakness and to support staff in making professional judgements about student grades. This data is used to make changes to lesson programming in following years and to create improvement targets for the Carine Primary School Operational Plan.

SUMMARY OF STUDENT PERFORMANCE IN NUMERACY (Mathematics)

Band	Table 2 Numeracy							
	Year 3				Year 5			
	2018		2019		2018		2019	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
9-10								
8					23%	21%	22%	22%
7					27%	29%	24%	28%
6	24%	31%	35%	33%	28%	29%	34%	29%
5	33%	30%	40%	30%	18%	17%	19%	17%
4	27%	25%	14%	22%	3%	5%	0%	3%
3	11%	11%	10%	11%	1%	1%	0%	1%
2	3%	3%	1%	4%				
1	1%	1%	0%	1%				

Table 2: Comparison with Like Schools in Numeracy 2018/19 (shown as percentages)

 Above National Minimum Standard (NMS)
  At NMS
  Below NMS

Student performance in the national numeracy test again highlighted the effectiveness of classroom teaching and the planning for improvement that exists across the school. Table 2 above shows that our student achievement levels were similar to like schools in most bands. In 2019 there were less Year 5s in the top Band compared with like schools. In Year 3 compared to like schools we saw an increase in Band 6. 'Like schools' achievement levels are well above State achievement levels. Monitoring of particular subgroups in Band 5 and above, showed that half of these students achieved the individual targets set for them and we are keen to improve this growth. Students 'at risk' of achieving minimum standards work in small groups and are given educational support to focus on the concepts needed to develop mathematical competency.

Table 4 – 2020 – Numeracy, Number/ Algebra

Years 1 - 6 Making Consistent Judgements - Number/Algebra Result 2020						
YEAR LEVEL	A	B	C	D	E	TOTAL NUMBER OF STUDENTS TESTED
1	9	15	21	6	0	51
2	8	33	20	2	2	65
3	11	24	15	9	0	59
4	5	16	45	4	1	71
5	9	34	31	4	0	78
6	14	20	27	5	0	66
MCJ Score Range	The score range is decided in collaboration amongst year level teachers.					

Due to COVID-19, the students in Years 3 and 5 did not participate in NAPLAN testing in 2020. However, the teachers at Carine Primary School continued to teach and assess all students as per usual. This cycle happens throughout the year and is referred to as MCJ (Making Consistent Judgements). The data in Table 4 above shows moderation activities in Numeracy - Number/Algebra. The moderation activities are used to identify areas of weakness and to support staff in making professional judgements about student grades. This data is used to make changes to lesson programming in following years and to create improvement targets for the Carine Primary School Operational Plan.

Recommendations for 2021

- Continue to ensure planning is evidence-based and assessment is discussion-based within the class.
- Continue whole school and team Year planning and assessments so that teacher analysis and judgements are moderated and student grades match national expectations.
- Continue with classroom extension and support programs within the class and use quality and proven online resources for effective differentiation.
- Focus on ensuring children have strategies to recall all their basic facts through a whole school approach.
- Continue to use and increase the use of digital technologies to access quality online resources, programming using algorithms and integrating STEM areas to make mathematics more authentic.

- Continue to explore mathematical exemplars online to reach shared understandings about what is required for demonstrations of standards of achievement.
- Continue to compare and monitor longitudinal relative assessment (SAIS-triangulation information). Trend line needs to be monitored and reversed to should overall improvement in Year 3 and Year 5.
- Continue to reverse the longitudinal trend in Year 5 by increasing the % of students in proficiency band 6 to band 7 in 2021 and those in band 7 to move towards band 8 in 2021.
- To achieve NAPLAN results which are at least consistent with statistically similar schools in Numeracy we continue to focus on arresting the downward trend in Year 3 and Year 5. However, it was noted that in Year 3 2019 we were above like schools in Band 6, a noticeable improvement compared to 2018 Band 6 results.
- Focus on whole school problem solving strategies such as understanding the question, breaking the question down and targeting key words. Ensure students can verbalise in order to demonstrate mathematical skills.

Teacher Judgements on Academic Achievement

School and system data shows that there is significant agreement between teacher judgements on student reports and NAPLAN results in the areas of Literacy and Numeracy. We are aware that some teacher judgements (report grades) are lower than NAPLAN ratings. Where discrepancies arise, these are investigated and explained, and if necessary, addressed in future planning.

Student Services

The best placed individual to assess and then assist a student at risk of not achieving their potential is the classroom teacher in collaboration with parents, psychologists and outside agencies. Identification of students at risk or with special needs in relation to having a disability, learning difficulty, behavioural issues or needing extension across the learning areas, occurs through the following:

- Teachers' professional judgement
- Parent information
- Early Childhood - Kindergarten Assessment Tool (KAT) testing
- The Commonwealth AEDC School Profile data
- On Entry Data from Pre Primary assessments
- External agencies, psychologist reports and medical specialist intervention
- Observations and emerging patterns of behaviour
- NAPLAN testing, PEAC and Music assessments
- Speech and Occupational Therapist screening (a priority initiative of our school's planning)

A variety of strategies, based on the West Australian Curriculum, best practice research and the Principles of Learning, Teaching and Assessment, are used throughout the school in meeting the needs of students at risk. They include: -

- Diagnostic testing and whole school/year group moderation using teacher and standardised assessments.
- Student profiling and monitoring learning styles and idiosyncrasies.
- Scaffolding learning into achievable chunks. (Chunking)
- Case conferences with parents, the Student Services Co-ordinator and School Psychologist.
- Intervention from the Learning Difficulties Team and Special Educational Needs (SEN) Visiting Teacher
- In class, one to one and small group assistance from Education Assistants.
- Developing an Individual Education Plan (IEP) and Individual Behaviour Plan (IBP) to meet needs.
- Encouraging student reflection and goal setting.
- Liaising with outside professionals in implementing recommendations in the classroom.
- Building self – esteem through explicitly teaching how to develop a growth mind set
- Providing a variety of learning experiences and open ended tasks to motivate and engage the student to reach their potential.
- Exposure to Higher Order Thinking Skills and Co-operative Learning Strategies.
- Maths Olympiad, Upper school extension problem solving tasks.

In 2019, staff participated in ongoing professional learning relating to Occupational and Speech Therapy, learning difficulties such as working memory and disabilities including Autism and Anxiety Disorders. In collaborating with parents, the school received feedback indicating staff provided high levels of ongoing support and timely interventions, with the cooperation between staff and parents being seen as effective and appropriate.

In 2020 staff participated in professional learning relating to intervention strategies in English and Numeracy.

Early Intervention Speech Therapy Program for the Kindergarten Students

The Early Intervention Speech Therapy Program was run successfully again during 2020. A total of 40 students received therapy during the year.

The speech therapist screened and provided therapy to 23 Kindergarten students that were identified by the teachers and therapist as at risk. They were able to receive group therapy through Term 2 and 3 despite the challenges of COVID-19. Please see the graph below that shows the improvements the Kindergarten students made from pre- to post therapy due to the collaborative effort of the therapist, teachers and parents.

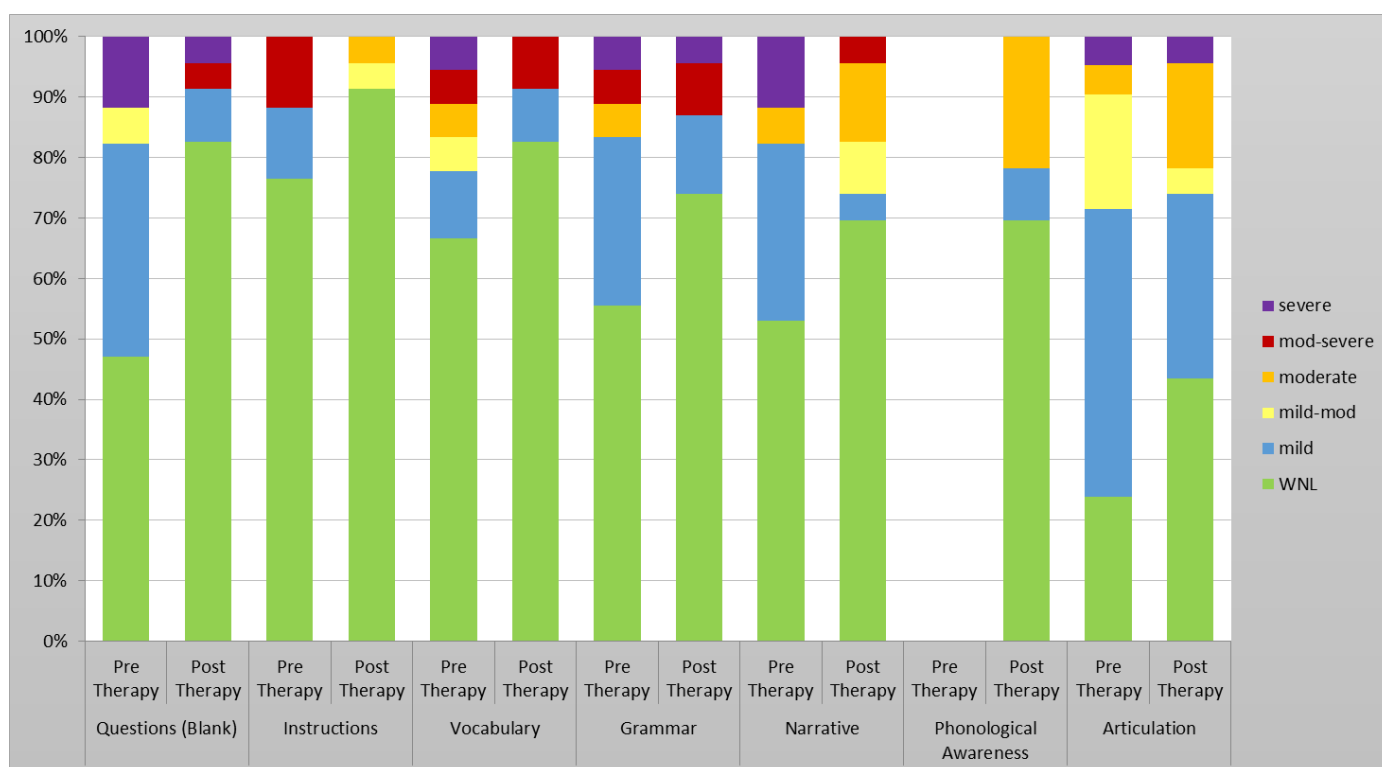
This year we increased our focus on the grammatical and narrative skills of the students and they showed a pleasing improvement in these areas. If you have a look at the graph below you will see that post therapy 74% of the identified students was within normal limits for grammar and 70% was within normal limits for their narrative skills.

The students' phonological awareness skills were not assessed pre-therapy as the therapist used the results from the teachers' assessments in Term 3 to identify students. Term 4 assessment results showed that 70% of the students was within normal limits post therapy.

Due to a number of children requiring articulation therapy, the therapist provided group therapy that only targeted articulation skills to the students whose language skills was within normal limits. If you have a look at the results below, you will notice that the percentage of students that were within normal limits increased from 24% to 43%.

During 2020 the therapist also started to join in in-class rotations on a fortnightly basis to target language development with the whole class as well as to monitor the carry-over of skills from therapy into the classroom.

Data summary for Kindergarten Students 2020



Early Intervention Speech Therapy Program for the Pre-Primary Students

During 2020 the speech therapist provided therapy on a fortnightly basis to 17 Pre-Primary students. These students were made up of new students that were identified by their teachers as well as students that required continued therapy after Kindergarten.

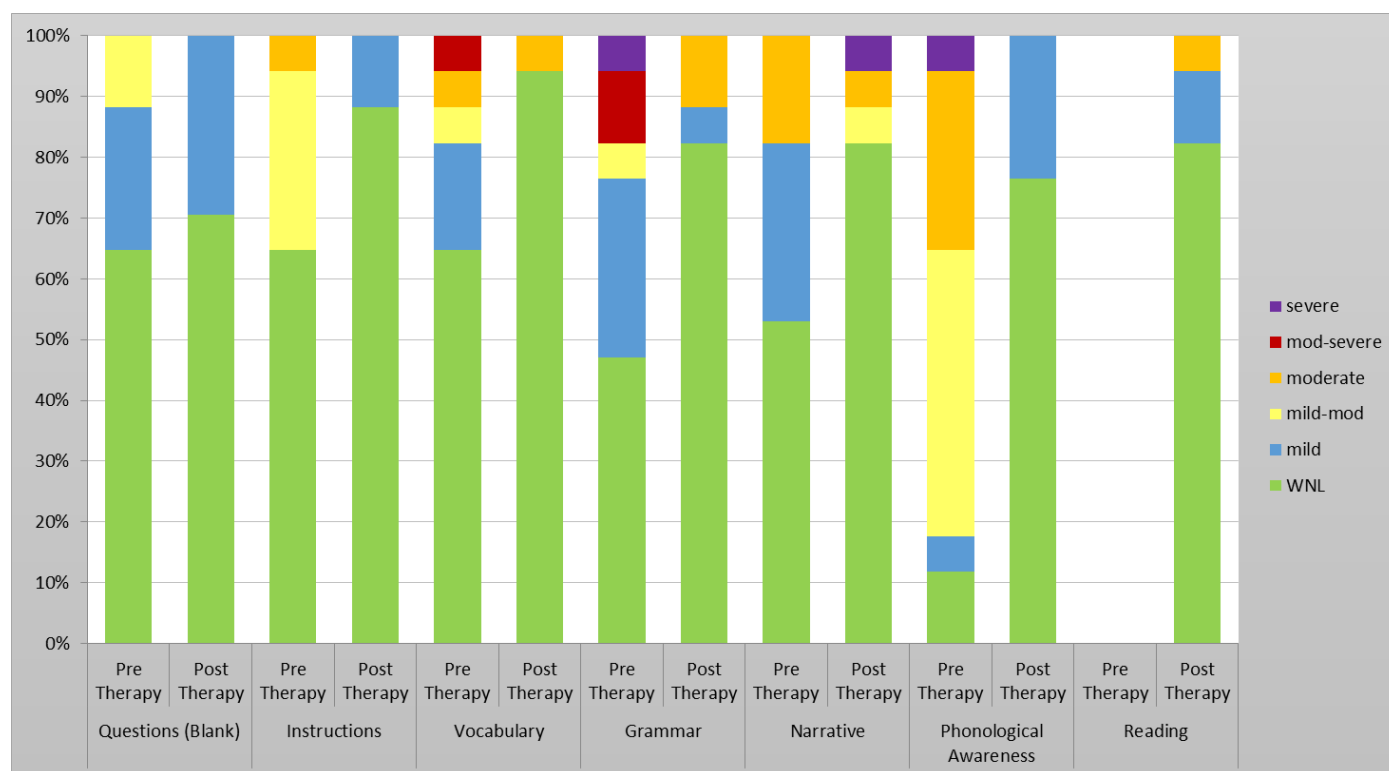
The main focus of therapy for Pre-Primary students are their phonological awareness skills to give them a solid foundation to build their literacy skills on. From term 3 onwards the students' ability to apply their phonological awareness skills in early literacy and reading activities are also targeted in therapy. Their ability to read were therefore only assessed at the end of the year.

Therapy also targeted the students' language development (comprehension, vocabulary, grammar and narrative skills). A total of 13 students received therapy to develop both their language and phonological awareness skills and 4 students only received therapy targeting their phonological awareness skills.

The graph below shows that the students made pleasing progress in all the areas targeted in therapy specifically in the areas of grammar (47% pre-therapy to 82% of students within normal limits post therapy), narrative skills (53% pre-therapy to 82% of students within normal limits post therapy) and phonological awareness skills (12% pre-therapy to 76% of students within normal limits post therapy).

These results would not be possible without the amazing teamwork and constant communication and feedback between the teachers and therapist.

Data summary for Pre-Primary Students 2020



Recommendations for 2021

- Continue to explicitly teach 'The Big Six' strategies to develop strong literacy skills and in the early years to focus on explicitly teaching phonics to strengthen decoding skills.
- Analysis of point of error to inform operational planning and the setting of growth targets for individual or groups of students.
- Moderation activities to identify areas of weakness and support staff in making judgements about grades
- Design specific programs for students falling below national minimum standards in collaboration with parents.
- Continue to explore English exemplars online to reach shared understandings about what is required for demonstrations of standards of achievement.

- Continue to compare and monitor longitudinal relative assessment (SAIS- triangulation information) and intervene to arrest downward trends
- Teams to review whole school English term planners and continue to focus on the four types of questioning when reading for understanding, including the modelling of self-talk.
- Continue with the Early Intervention Speech Program for kindergarten and pre-primary students in 2021.

HASS Review 2020

In 2020 staff continue to present and engage students in all of the HASS learning strands, through the whole school HASS year level programs incorporating History, Geography, Economics and Civics and Citizenship. We continue to work to achieve our previously modified targets to have at least 50% of our students achieve above the C Exemplars and our school moderation assessments continue to show that this is a realistic target. Teachers formally reported to parents in the HASS strands relevant to the Year level, a task made easier by the Whole School assessment cycle which includes all the HASS strands in the formal assessment done in Term 3. This included a staff session to moderate these assessments against the SCSA standards.

This year, we engaged in a NAIDOC Week Tabloid day across the school. Students were engaged in further extending their appreciation and knowledge of Aboriginal history and culture, by immersing in a wide variety of activities presented by different teachers across the year levels. Teachers received very positive oral feedback from students and parents. This initiative will be continued into 2021.

Recommendations for 2021:

Continue MCJ, discussing and amending assessment techniques in the relevant Year level HASS strands.

Continue to integrate HASS through the other learning areas – including new Whole School programs in Visual Arts, Health and Design Technologies & Digital Technologies.

Table 5 – 2020 – HASS, History

Years 1 - 6 Making Consistent Judgements - History Result 2020						
YEAR LEVEL	A	B	C	D	E	TOTAL NUMBER OF STUDENTS TESTED
1	10	17	23	6	0	56
2	9	29	33	2	0	73
3	15	35	26	4	0	80
4	13	25	44	3	0	85
5	29	29	26	7	1	92
6	11	16	28	9	0	64
MCJ Score Range	The score range is decided in collaboration amongst year level teachers.					

Due to COVID-19, the students in Years 3 and 5 did not participate in NAPLAN testing in 2020. However, the teachers at Carine Primary School continued to teach and assess all students as per usual. This cycle happens throughout the year and is referred to as MCJ (Making Consistent Judgements). The data in Table 5 above shows moderation activities in HASS - History. The moderation activities are used to identify areas of weakness and to support staff in making professional judgements about student grades. This data is used to make changes to lesson programming in following years and to create improvement targets for the Carine Primary School Operational Plan.

PRIORITY 3: QUALITY TEACHING

HIGHER ORDER THINKING SKILLS (HOTS) AND VALUES

At CPS the three integrated areas of Higher Order Thinking Skills (HOTS), Values and Explicit Teaching permeate everything we do and will be ongoing priorities in all our planning.

The use of a whole-school approach to thinking is to provide a robust curriculum delivered by teachers with a broad repertoire of pedagogies upon which to draw, in order to raise the bar with student learning. Thinking is at the core of most innovation and discovery, where unsolved problems and new dilemmas can be tackled by minds that can think creatively and critically.

These are the kinds of skills we want to instil in our students so that their learning is exciting, their curiosity is insatiable and their results strengthen their intrinsic motivation to keep on learning, thus improving the quality of their lives and those around them. Learning is seen as an essential life skill and this is why HOTS will be a continuing strategy at CPS. By its nature, HOTS is embedded in all learning areas giving our students the skills and ability to interpret, analyse, evaluate and to problem solve. It works with the Carine Writing and Speaking initiative (CWAS) and both encourage freedom of self-expression, student responsibility for their own learning and the development of self-confident and motivated life-long learners. Since CWAS was introduced, the Year 5 Naplan writing trend-line has been going up. Our results show the HOTS program is effective and adds value to our students' knowledge and understanding.

HOTS is closely combined with **Values** which are also explicitly taught in a whole school planned scope and sequence. Our Values are the nine Values for Australian Schooling. They ensure our thinkers can appreciate and respect themselves and others with whom they interact, whether that be locally or globally, face-face or online. Actively instilling Values allows us to maintain and strengthen a strong school culture which, we believe, is the foundation for effective teaching and learning. CPS culture is one of 'belonging', of knowing what is expected to be a member of staff and what it takes to be 'A Carine Kid'.

The student behaviour records and our daily observations, all provide supporting evidence of the effectiveness of a values focus which will be an ongoing priority at CPS. The reward system using faction tokens support the Values and student well-being.

INSTRUCTIONALLY INTELLIGENT TEACHERS

Classrooms First and the annual Focus papers, including Focus 2020 stress the impact that high quality teaching and leadership has on students and their learning. This is termed 'value adding' where students who are already getting good results are challenged by good questioning and enquiry, to apply their knowledge and skills to new situations and think and perform at even higher levels.

Explicit teaching is a very important tool in all teaching repertoires. It is about teachers knowing their content, knowing their students and ensuring that they develop plans to meet and challenge the needs of the full range of students in their care. Year level teams collaboratively develop and continually refine term planners based on The Western Australian Curriculum incorporating the particular School Curriculum and Standards Authority (SCSA) emphases and resources. As for previous years, our teaching is based on the following beliefs:

1. Every child matters every day
2. Every minute of instructional time counts
3. All students can be high achievers

Explicit, logical and sequential learning programs, combined with our staff service values, ensure we develop the essential prerequisites for engaged students.

We also use **whole school approaches** to teaching Cooperative Learning Strategies and Tactics and Routines. These strategies enhance student participation and engagement in purposeful application of the knowledge and skills they have been explicitly taught. Learning must be meaningful, have shared purpose and connect to everyday life in order to make sense to our students.

Staff professional learning on 'Making Thinking Visible' routines has also had an impact on engagement, understanding and independence for all learners.

Teachers have been supported and encouraged to improve their skills through reflecting against the National Teacher Standards and constantly assessing their impact on student learning. The Admin team has received intensive

workshopping on implementing the standards and the performance management processes have been updated in line with the new department policy directions.

Recommendations for 2021:

- Continual use of Cooperative Learning Strategies in parallel with the Values section of the School Operational Plan for 2021.
- Whole school common language usage to ensure that the correct language of each of the disciplines is known by our students.
- The use of the Inquiry Model and approach to research.
- The use of Investigations which allow students to demonstrate and apply what they have learned to new situations.
- The provision of Professional Learning is continual with increasing focus on networking, co-coaching and sharing and developing in-school expertise and a thinking community.
- The merit selection of all new staff to fit in with the school's Workforce Planning requirements which emphasize HOTS in both staff and students.
- To continue the partnership with the local high school (CSHS) to implement and support the same routines to promote High Order Thinking.

Science Report 2020

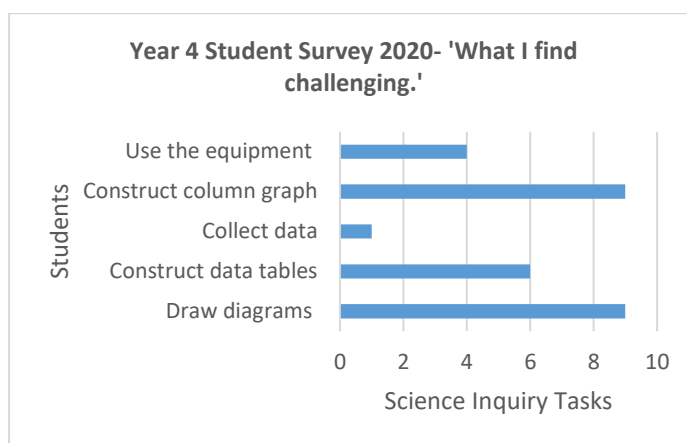
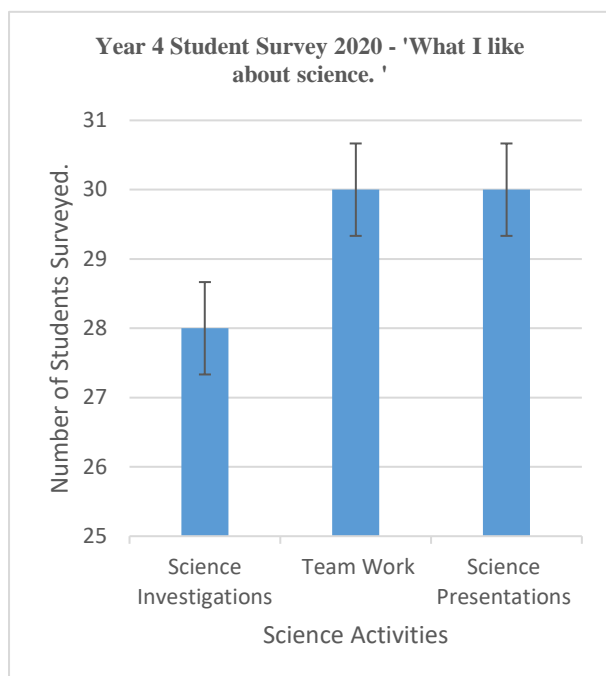
At Carine Primary School, Science is integrated across the learning areas. It provides valuable cross circular links with mathematics, especially Probabilities, Statistics and Measurement. The whole school Primary Connections Program provides a suite of units across Foundation to Year 6 that are fully aligned to all strands of the Australian Curriculum. The Primary Connections Program is an innovative approach to teaching and learning which enhances Carine Primary School teachers' confidence and competence in teaching Science. It also provides ideal ways to link with Literacy and Design and Digital Technologies. Students have opportunities to explore scientific concepts and to develop an understanding of scientific processes. The teaching and learning model also teaches 'hands-on' investigation and promotes valid and reliable assessments. It also supports collaborative group work to build our students' skills, necessary to thrive and to develop evidence-based reasoning. It mimics the way true scientist work, by exposing our students to an inquiry-based teaching and learning approach. The inquiry- approach of Science helps students to develop deep learning and guides our students to engage in discussions about health and well-being, animal conservation, environmental issues and sustainability.

In the Biological Science Strand, the Year 4 students, collaboratively explored conditions necessary for plant growth, such as warmth, light, water and different soil types. Through 'hands-on' activities, students also learned about the importance of seeds, roots, fruit and leaves.



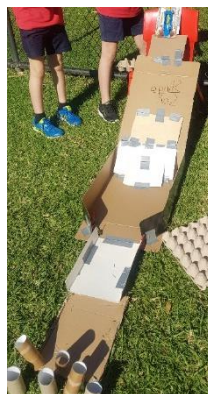
Science Survey -2020

During 2020, 30 Year 4 students were surveyed to measure student engagement and to determine their learning needs. The results showed that, 93% of students enjoyed Science Inquiry Skills tasks. All 30 students, who were surveyed, liked to work with others in teams and enjoyed science presentations. Constructing column graphs and drawing scaled diagrams were challenging for 30% of students.



Across Circular Links Across the Curriculum

During the year, students also investigated Physical Sciences concepts, such as ‘What happened to the height of a ball’s bounce when the surfaces changed?’ In the Design and Technology learning area, students used their knowledge and understanding of Physical Sciences and their processes and production skills to select specific materials to produce a variety of forces games. They conducted experiments and tests to understand the properties of materials, for example strength, durability and elasticity. Students produced games from different materials and explored how their games operated with the aid of gravitational, direct and indirect forces.



National Science Week 2020

On the 20th August, 2020 National Science Week was celebrated at Carine Primary School. To mark the event, two scientist from Scitech visited our school. Our PP to Year 6 students had fun attending the Party Animals presentation by Isaac and the Nature’s Ninjas presentation by Ryan. Together with Isaac, the PP, Year 1, 2 and Year 3 students investigated to find out who the animals were that walked, crawled, flown or slithered through our school! With the help of our very observant students, these animals were identified by looking closely at things animals shed and leave behind, such as feathers, droppings, skin and foot prints.

Ryan showed our Year 4, 5 and 6 students the amazing ability of animals to survive in their environment. He demonstrated how the eel-shaped hag fish produces slime to protect itself. With the help of our clever students, Ryan also showed us how the Venus Flytrap folds its circular lobes together to trap insects and how the stick insects camouflage themselves. We learned that the Archer fish species display an unusual talent to hunt by spitting powerful streams of water out of their mouths at unsuspecting above-water insects. We were

amazed by the ability of the chimpanzees to work together to find food in rugged terrain and how the octopus can fit into extremely small spaces.



Science Recommendations for 2021

- Teachers to continue to increase their capacity to make consistent judgments about students' achievements in Science and to discuss and develop a greater depth and granularity of assessment data.
- Teachers to integrate Science across the learning areas and to explore a moderating tool for Science, such as PAT Tests in Term 3 to assess and monitor the Year 4 students' growth in Science.
- Teachers to integrate the Aboriginal and Torres Strait Islander Cross-curriculum Priority and Year level elaborations in their planning.
- To attract relevant Science expertise from the community to the School Board and to extend community partnerships which will provide more opportunities for our students in Science and STEM.

Table 6 Years 1 - 6 Making Consistent Judgements - Biological Science Result 2020																		
YEAR LEVEL	Science Understanding						Human Endeavour						Inquiry Skills					
	A	B	C	D	E	TOTAL TESTED	A	B	C	D	E	TOTAL TESTED	A	B	C	D	E	TOTAL TESTED
1	9	13	27	4	0	53	20	19	15	1	0	55	10	16	26	1	0	53
2	16	28	29	1	0	74	6	26	27	4	0	63	14	25	25	4	1	69
3	15	43	21	2	0	81	15	37	24	4	0	80	7	40	27	1	0	75
4	7	17	51	9	1	85	7	23	46	7	1	84	7	20	50	7	1	85
5	14	41	42	8	3	108	15	33	43	13	3	107	7	42	41	12	4	106
6	13	17	25	9	2	66	15	17	24	7	3	66	19	18	18	8	0	63
MCJ Score Range	The score range is decided in collaboration amongst year level teachers.																	

Table 6 Biological Information

The data above shows moderation activities in Science – Biological Science. Completed across all year levels. The moderation activities are used to identify areas of weakness and to support staff in making professional judgements about student grades. This data is used to make changes to lesson programming in following years and to create improvement targets for the Carine Primary School Operational Plan. The grades also make up a portion of Reporting to Parents online. Due to COVID-19, the students in Years 3 and 5 did not participate in NAPLAN testing in 2020. However, the teachers at Carine Primary School continued to teach and assess all students as per usual. This cycle happens throughout the year and is referred to as MCJ (Making Consistent Judgements).

Carine Senior High School Band Visit



PRIORITY 4: A CONTINUED FOCUS ON STAFF AND STUDENT HEALTH AND WELL-BEING

Student, staff and parent health and well-being - Smiling Mind, Mindfulness

At our school we have always focussed on staff and student well-being. Smiling Mind (or 'Mindfulness') focuses on taking a few moments out of the day to enjoy 'being in the present' without thinking about what we need to do next or what we have already done. It's a time to de-clutter our minds and enjoy a few relaxing moments. Our school psychologist led this initiative.

Our students and our staff have both shared positive feedback, returning to the daily routine following a 'Smiling Mind' session with renewed concentration, energy and interest. It is important to remember that this is one tool in our repertoire of strategies to support our students to lead happy and productive lives. Our School Psychologist also held parent workshops throughout the year so that parents would get a better understanding of the skills required to work within a family unit. Facing all kinds of challenges.

Our Year 6 students selected these public government high schools to continue their secondary schooling for 2021 and beyond.

2021 Destination Schools for 2020 Year 6 Students

Destination Schools for 2017	2018	2019	2020
Carine Senior High School	54	61	59
Perth Modern School	1	0	1
Duncraig Senior High School	0	1	1
Churchlands Senior High School	0	1	0
Shenton College	2	1	0
Others	10	5	2

Teacher, Parent and Student Perception Surveys (two-year cycle)

In 2018 all schools in WA distributed the National School Opinion Surveys and our results showed high degrees of satisfaction from all stakeholders with no noticeable differences between the results of the last suite of surveys taken in 2016. Of the 154 parents who completed the parent opinion survey, nearly all areas received very high rankings, especially regarding student safety and well-being, quality teaching and positive and productive relationships with classroom teachers. One area slightly down on the ratings from some parent respondents, was the perception that parent opinions were not being valued. The school will continue to work on improving communication channels and on promoting that parents who have concerns or issues are always welcome to come directly into the school to discuss

them. The challenge is to acknowledge that there will always be competing priorities in schools and therefore times when the school cannot accommodate the broad range of requests for programs or activities suggested by some parents. However, that does not mean that opinions are not sought and valued.

The staff survey returned high levels of satisfaction and a strong sense of teamwork and support that is a hallmark of our culture.

In November, 2018 our Year 5 & 6 students completed the student survey. The feedback reflected that students felt safe, that they, along with staff, were respected and that teachers were committed to giving of their best and expecting the best from students in return. This reflects the school vision promoting quality teaching differentiating to improve student progress. The two questions least highly rated, were in keeping with having a say about school activities and a perceived behaviour problem. The student councillors next year will be briefed and ensure they have mechanisms to seek student feedback and input into the various activities they organise throughout the year. Opinions about behaviour concerns were discussed at both Staff and Board level with a few issues occurring with social media out of school. The school has followed up on each incident accordingly. Students however, still responded very positively to say they feel safe at school.

*Teacher-parent interviews continue to be positive and there is a strong home-school partnership at Carine. Class teacher meetings at the beginning of the year were very well attended and very positive feedback came from parents and staff about this experience.

*The school's website attracts many positive comments and we continue to get enrolment enquiries through the considerable information available to parents online. Information about our school from the My School's website has also been viewed positively by our community and CONNECT continues to grow from strength to strength.

*A large number of senior students nominated for leadership positions within the school and those achieving Student Councillor status had to be competitive and persuasive in order to win over support from other students.

* November 2021 will reflect the continual growth of the national mandated survey.

Mandated 2020 surveys were cancelled due to COVID-19.

PRIORITY 5: ENHANCING STUDENT OPPORTUNITIES THROUGH EFFECTIVE COMMUNITY PARTNERSHIPS NETWORKS

The Carine Network of Schools

We are expanding opportunities through our Network of Schools to collaborate and improve the consistency of our teacher judgements as well as continuing our focus on Year 6 staff working with secondary staff on transition activities which cover a variety of curriculum areas. This year transition meetings have included writing and maths and explicitly teaching consistent study habits. The Carine Network also funded teachers' professional learning in Seven Steps to Writing. This was a collective decision to put more balance and creativity into writing, while still explicitly teaching the various forms of writing. Successful implementation is well underway and writing samples provide ample evidence of this. Our Education Assistants also attended professional learning on well-being and enjoyed networking with other EAs from the network. We will continue to increase networking across our schools using the department's Connect technology. Staff feedback also confirms that will be encouraged to share successes and ideas across schools as a part of the writing focus and transition will also occur between the senior years and Carine Senior High School.

HIGHLIGHTS OF THE 2020 SCHOOL YEAR

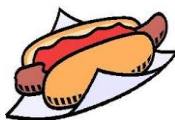
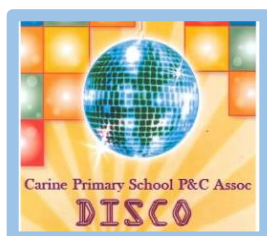
The school made upgrades in the Block B area with new seating, pavements, a feature area and wall mural.

Some of the school activities during the year included dress up for Book Week and the Year 6 Fun Day.

The Year 6 Graduation Committee with the P&C engaged a professional local artist to paint a wonderful mural in the school assembly area.

Funds were raised by the P&C for the school with pizza days, sausage sizzles, mother's and father's day stalls, school disco night, cake stall, Year 6 Fun Afternoon and Year 6 Graduation Breakfast. The P&C also manage the Commonwealth School Banking programme and a student Run Club.

P&C funds - \$6000/mural, \$3760/Reading Eggs, \$5500/Reflex Maths, \$10,000/iPads. Reflex Maths was only about \$1595 so \$3905 went towards the nature play refurbishment in the Kindy area. The school made up the difference of about \$16,000. The total Kindy play refurbishment cost around \$20,000.



Activities our students engaged in and thoroughly enjoyed during 2020.

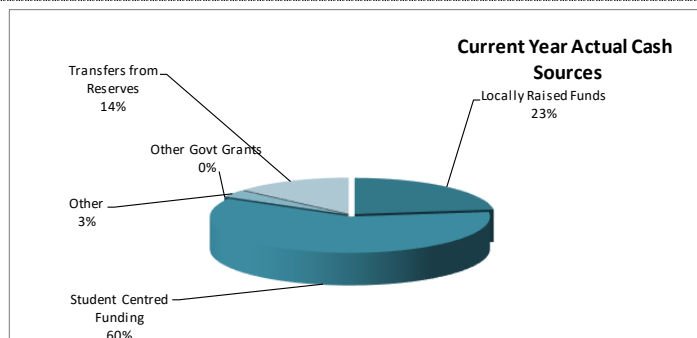
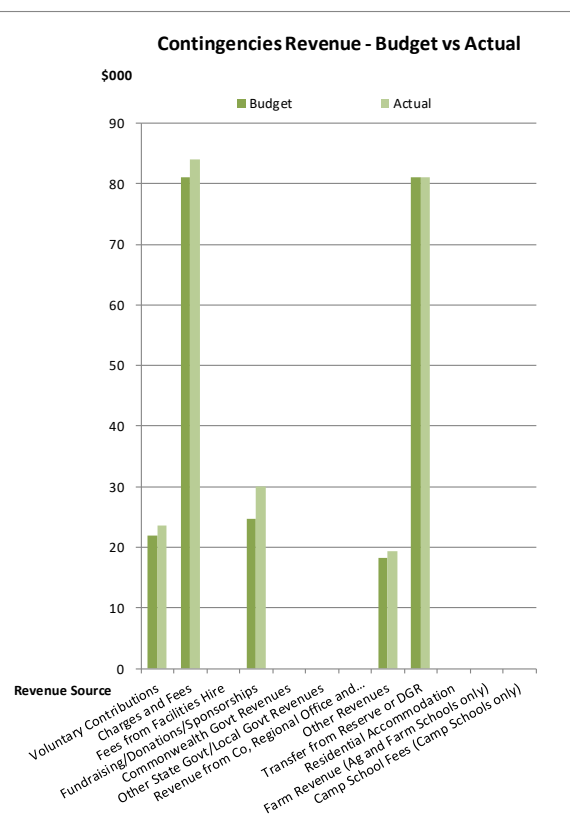


Year 6

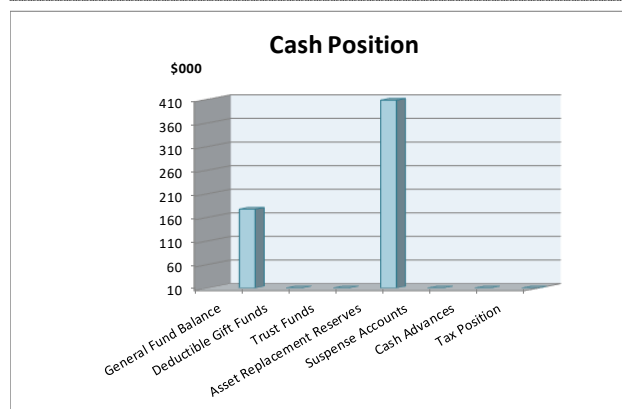
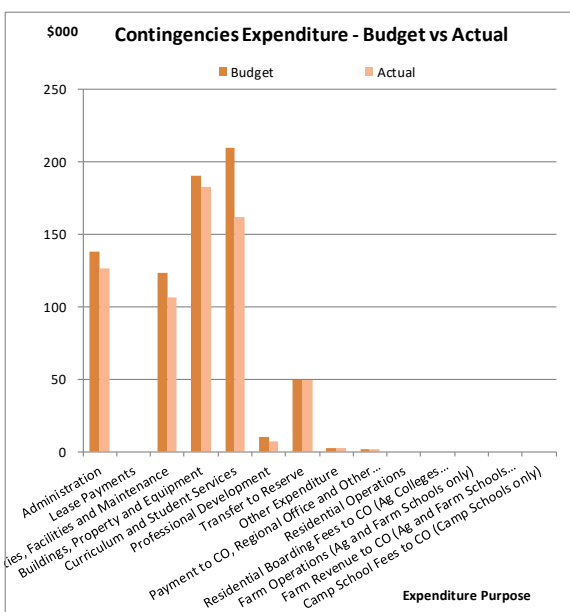
CAMP

Carine Primary School
Financial Summary as at
31 December 2020

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 21,945.00	\$ 23,521.00
2	Charges and Fees	\$ 81,152.00	\$ 83,945.18
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 24,629.00	\$ 29,987.50
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 18,302.00	\$ 19,283.69
9	Transfer from Reserve or DGR	\$ 81,057.00	\$ 81,057.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 227,085.00	\$ 237,794.37
	Opening Balance	\$ 215,831.76	\$ 215,831.76
	Student Centred Funding	\$ 360,000.00	\$ 360,000.00
	Total Cash Funds Available	\$ 802,916.76	\$ 813,626.13
	Total Salary Allocation	\$ 4,443,988.00	\$ 4,443,988.00
	Total Funds Available	\$ 5,246,904.76	\$ 5,257,614.13



	Expenditure	Budget	Actual
1	Administration	\$ 137,500.00	\$ 126,065.01
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 123,160.00	\$ 106,268.66
4	Buildings, Property and Equipment	\$ 190,005.00	\$ 182,362.93
5	Curriculum and Student Services	\$ 209,461.00	\$ 161,567.04
6	Professional Development	\$ 10,000.00	\$ 6,800.92
7	Transfer to Reserve	\$ 49,000.00	\$ 49,000.00
8	Other Expenditure	\$ 2,515.00	\$ 2,517.60
9	Payment to CO, Regional Office and Other Schools	\$ 1,485.00	\$ 1,870.00
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	\$ 723,126.00	\$ 636,452.16
	Total Forecast Salary Expenditure	\$ 4,338,359.00	\$ 4,338,359.00
	Total Expenditure	\$ 5,061,485.00	\$ 4,974,811.16
	Cash Budget Variance	\$ 79,790.76	



Cash Position as at:	
Bank Balance	\$ 584,853.53
Made up of:	
1 General Fund Balance	\$ 177,173.97
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 408,154.06
5 Suspense Accounts	\$ 2,037.50
6 Cash Advances	\$ -
7 Tax Position	\$ 2,512.00
Total Bank Balance	\$ 584,853.53

Endorsement

The 2020 Annual School Report has the endorsement of the Carine Primary School Board which is representative of the Carine Primary School Community and Staff.

Board Chairperson	Helen Maurice Jones	<u>H. Maurice Jones</u>	<u>26.3.21</u>
Principal	Robert Adams	<u>R. Adams</u>	<u>26.3.21</u>