

## Carine Primary School Board Report Term 1 2021

**Welcome:** The Board welcomed new members Cassie Guy and Helen Maurice-Jones to the role as Board members. The Board acknowledged the contribution of Fiona Moore as past Chairperson and Kate Verkuylen for her past service on the Board. We wish them both well. Helen Maurice-Jones has accepted the role of Board Chair.

**Finance Update :** The Board was provided with an overview of the school's One Line Budget for 2021. Budget funding is inclusive of Speech Therapy, OT, Reading Eggs and Athletics programs along with a budget set aside for ICT equipment. The Board noted the Funding Agreement and Cash Budget for 2021.

**Personal Items List Agreement 2021:** Feedback suggests that the school community was extremely happy with the service provided by Ziggies as the Personal Items supplier for 2021. A proposal for 2022 has been submitted to the school for consideration.

**2020 Annual School Report:** Board members reviewed the 2020 Annual School Report. Because of Covid -19, the 2019 School Report was not published at the time. Discussion was around how comparable CPS results are with Like Schools across all areas and in many cases, CPS students performed better than Like Schools. Note was made of the importance of CPS whole school processes in ensuring evidence based planning across the curriculum areas results in higher student achievement. Benefits were discussed of our students participating in the Reflex Maths program to improve student fluency and also provide data for the teacher to be able to support students' Mathematical achievement. The Maths Mastery Series for direct instruction in Mental Maths is also being used in Years 3,4 and 5 with great success and hopefully NAPLAN results in Maths will reflect this in the future. Our Speech Therapy and OT initiatives continue to reflect sound intervention for students in the Early Years and staff are constantly being upskilled in how best to meet the needs of students at risk. Despite the fact that it was a difficult year, the school continued to strive for a sense of normality in the school life of our students and many highlights were acknowledged in the report.

**Carine Primary School Board Member Ballot:** In electing two new Board members, the school held an online ballot where community members were asked to vote. It was interesting to note that with approximately 600 students now enrolled in the school, only 123 responses were returned. This follows the trend of previous surveys where only about a third of the community participate.

**Values /Health Focus and Links:** The school has adopted a new model in linking the faction token competition to the Values. The Values are the 9 Values for Australian Schooling and each fortnight, a different Value is selected for students to practise. Students are rewarded for their efforts with a faction token and the winning faction from the whole school then earns a prize plus 10 points towards the Faction Athletics Carnival in Term 3. This is proving to be more engaging for the students and feedback is positive.

**Harmony Week:** During Harmony Week, 15 to 21 March, classes participated in a range of cultural activities adopting the Harmony Week theme of "Everyone Belongs." Students were encouraged to wear orange as a symbol of respecting the ideas of others and their right to express themselves.

**eSafety Commission:** This term, our Years 3 to 6 students participated in two virtual classroom workshops online, whereby students could interact with other schools and the presenters. Emphasis was on adopting strategies in becoming good online citizens and being an upstander. The big screen interaction created much thought provoking discussion pertaining to the dangers of being unsafe online.

**NAPLAN Online:** This week, all Year 3 and 5 students have participated in a practice, online NAPLAN assessment. This was to ensure that students are well prepared for the NAPLAN in May and that the system is able to support the online load. Carine PS students performed well and it was a successful exercise. All staff involved have undergone training and have access to online practice papers. The students enjoyed the experience and are confidently looking forward to the NAPLAN assessments in May.

**Sounds to Write PL:** On our last School Development Day, staff had Professional Learning on the Sounds-Write model whereby phonics is taught in a sequential order so that there are no gaps in the foundation years. The program has been adopted by the Dyslexia SPELD Foundation and is believed to be the best linguistic phonics program, backed by science and research that is currently available.

**Anxiety PL:** Staff have participated in a workshop on Conquering Anxiety to support those students in the school who suffer from anxiety. Anxiety is not something that goes away but we, as educators and parents, need to provide ways for our children to cope with things that trigger the anxiety rather than remove the trigger from them. It was acknowledged that approximately one third of children and youth are affected by Generalized Anxiety Disorder (GAD) which is a very real concern facing our students. Our School Psych Luciana Carelli also ran two Triple P workshops on Fear-Less which was extremely well attended and feedback from parents was very positive.

**Speech & Occupational Therapy Screening:** The Speech Therapist and OT have recently conducted their screening of the Kindy students and Speech Therapy sessions will commence in Term 2. Some students in Pre Primary will also participate in the therapy groups. The Occupational Therapists have screened the Kindy students, providing the staff with skills to meet the needs of those students identified as being at risk.

**On Entry Assessment Term 1:** The Pre Primary teachers have just completed the On Entry Assessment in Language and Maths. They will be sending home information to parents about their child's results and how they can be helped at home.

**Australian Early Development Census (AEDC) Term 2:** The Australian Early Development Census (AEDC) is a nationwide data collection of early childhood development at the time children commence their first year of full-time school. It is conducted every three years and the data from the school provides a snapshot of children's development that can inform communities and support planning, policy and action. The school receives a published report providing contextual information about a school community and identifying where new programs and services will address unmet needs relevant to early childhood development.

**Third Party Services:** The Department of Education (DOE) has mandated that every school must seek permission from parents for their child to be able to access online resources at school. The Third Party Carine Primary School Students' Online Permission Policy form has now been accepted by all parents in the school. This form will be an ongoing feature as more online learning becomes available, regularly updated for online resources being used by students through the DOE. As part of the CPS Third Party Policy, hyperlinks were provided for parents to readily gain an insight into what each program is about.

**Buildings and Grounds Update:** Kindy: The new \$20,000 climbing platform in the Kindy area is well used and appreciated by all the students.

**Block B Sculpture:** Our School Gardener, Roger Lewis has completed a sculpture in the Middle of Block B which represents Carine PS and the design flows into the brick paving design. The central wooden boards represent the letter "C" for Carine and finishes the Block B upgrade beautifully.

**Staffing /Enrolments 2021:** At present we have 600 students. This year we have a new staff member, Kiara Hall-Grande, teaching in Year 3.

**Retirements:** Following Mrs Anne Fraser's ten-year substantive position as CPS Principal, Anne Fraser, has taken Long Service Leave until the end of Term 1 when she will retire. Peter Bloor also retired as a teacher at CPS after thirty years. We wish them both well and good health.