



2023 ANNUAL SCHOOL REPORT

Carine Primary School

CARINE PRIMARY SCHOOL ANNUAL REPORT 2023

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 580 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 staff, 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, understood and accommodated where possible within the school's structures, student leaning and wellbeing 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. 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.

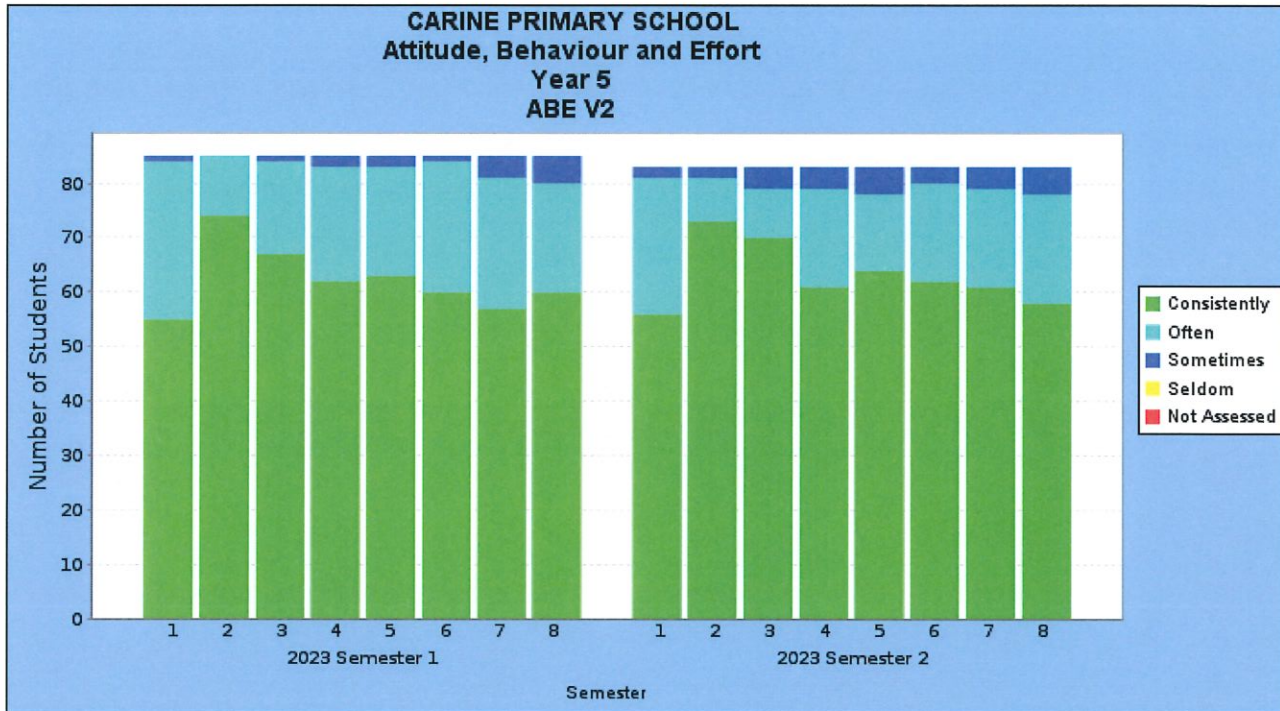
PRIORITY 1: SUSTAINING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT.

We have reviewed and continue to strengthen 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 teachers reporting on students' attitude, behaviour and effort indicates a good level of student performance in both semesters. Specifically, in the Year 5 example below, 98.82% of students in Semester 1, 2023; Attribute 3; shows courtesy and respect for the rights of others (the 'consistently' and 'often' group combined). This equates to 84 students with 1 student in the "sometimes" group. In Semester 2, 2023 95.18% of all Year 5 students showed courtesy and respect for the rights of others (the 'consistently' and 'often' group combined). This equates to 79 students with 4 students in the "sometimes" group. However, it was also noted that in Semester 1, 1.18% of students, a smaller percentage compared to previous years were placed in the 'sometimes' category for the same attribute which equates to a total of 1 student. In Semester 2, 4.82% of students were placed in the sometimes category which equates to a total of 4 students.

This data for 2023 has also shown a considerable positive upward trend toward the often and consistently attribute in setting goals and perseverance in the 95% range of Attribute 7 across both semesters.



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.

School enrolment trends 2019 – 2023

Excluding Kindergarten (53 students attending part time in three groups of approximately 18).

2023 Carine PS Full Time School Enrolments					
	2019	2020	2021	2022	2023
Pre-Primary	64	70	63	71	61
Primary	462	475	477	469	519
Total	526	545	540	540	580

School Staff Numbers 2023

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.

	Administration	Teaching Staff	Allied Professionals	Total
Number	3	36	23	62
FTE	3.0	28.2	13.1	44.3

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
2021	95.2%	94.6%	92.4%	95%	86.8%	76.8%	95.2%	94.5%	91%
2022	91.3%	90.9%	88.3%	91.2%	79.2%	69.5%	91.3%	90.8%	86.6%
2023	93.5%	92.6%	90.3%	88.7%	81.2%	74.3%	93.5%	92.5%	88.9%

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. The school continues to press the message: "It's not OK to stay away". We give honest feedback in terms of the impact of missing school and all teachers actively support this message. All vacations are listed as "Unauthorised Absences"

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. Proficiency Levels in the tables below show the Exceeding range of students at Carine Primary School doing as well as, above or close to Like Schools or well above WA Public Schools. 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 high achieving students to excel.

In 2023 NAPLAN changed focus. We are now in a new era of data analysis and longitudinal progression. The Tables below show these new scales which compare the different year levels to Like Schools and WA Public Schools.

Proficiency Level	NAPLAN Score Range	Year 3 Reading		
		School	Like Schools	WA Public Schools
		2023	2023	2023
Exceeding	481 and above	34%	33%	16%
Strong	368 - 480	45%	52%	45%
Developing	282 - 367	21%	12%	24%
NAS	281 and below	0%	3%	14%

NAS = NEEDS ADDITIONAL SUPPORT

Proficiency Level	NAPLAN Score Range	Year 5 Reading		
		School	Like Schools	WA Public Schools
		2023	2023	2023
Exceeding	555 and above	41%	37%	18%
Strong	448 - 554	47%	50%	51%
Developing	377 - 447	10%	10%	18%
NAS	376 and below	2%	3%	11%

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 and resilience building, 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.

The data above shows the national assessment in Reading for Years 3 and 5 our students' achievements in the exceeding proficiency level were close to 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. Assessment 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 LED Screens/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.

Teachers at Carine Primary School continued to teach and assess all students as per usual in 2023. The data is analysed and used when making professional judgements about student grades. This data is also used to make changes to lesson programming in following years and to create improvement targets for the Carine Primary School Operational Plan. Using other assessments including Brightpath, PAT and Elastik assessments specific to learning areas.

Proficiency Level	NAPLAN Score Range	Year 3 Numeracy		
		School	Like Schools	WA Public Schools
		2023	2023	2023
Exceeding	493 and above	29%	25%	11%
Strong	378 - 492	58%	60%	50%
Developing	311 - 377	11%	12%	24%
NAS	310 and below	3%	3%	14%

NAS = NEEDS ADDITIONAL SUPPORT

Proficiency Level	NAPLAN Score Range	Year 5 Numeracy		
		School	Like Schools	WA Public Schools
		2023	2023	2023
Exceeding	577 and above	12%	26%	11%
Strong	451 - 576	73%	60%	53%
Developing	386 - 450	10%	10%	23%
NAS	385 and below	5%	3%	12%

Student performance in the national numeracy test again highlighted the effectiveness of classroom teaching and the planning for improvement that exists across the school. The Year 3 Numeracy table above shows that student achievement levels were greater than Like Schools in the Exceeding Proficiency Level category in 2023. In the Year 5 Numeracy 2023 table above the Proficiency Exceeding Level of students' performance was similar to WA Public Schools but 14% less compared to Like Schools in 2023. The drop in students' achievement in 2023 compared to Like Schools will need to be monitored and addressed. Students needing additional support work in small groups and are given educational support to focus on the concepts needed to develop mathematical competency.

Teachers at Carine Primary School continued to teach and assess all students as per usual. This learning cycle happens throughout the year. Assessment data is used to make changes to lesson programming in following years and to create learning improvements for the Carine Primary School Operational Plan. Using other assessments including Brightpath, PAT and Elastik testing specific to learning areas, focussing on points of error.

Recommendations for 2024

- Continue to ensure planning is evidence-based and assessment is discussion-based within the class and cohort.
- Continue whole school and team year planning and assessments so that teacher analysis and judgements are moderated, and student grades match national expectations.
- Consolidate the use of assessments and investigate the use of Brightpath Numeracy assessments to better identify gaps in learning.
- Continue to consolidate the use of "(Elastik)" as a tool to analyse gaps in students' learning and assist in planning in closing those gaps.
- 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.
- To achieve NAPLAN results which are at least consistent with statistically similar schools in Numeracy. Continue to focus on arresting the downward trend in Year 3 and Year 5 numeracy compared to like schools.
- Focus on whole school problem solving strategies such as understanding the question, breaking the question down and targeting key words. Ensure students can verbalise 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. Ongoing moderation sessions and the introduction of Brightpath (moderation tool) are strategies used to mitigate any inconsistencies.

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, PAT, Elastik, 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 Special Educational Needs (SEND) visiting Consultant.
- In class, one to one and small group assistance from Education Assistants.
- Intervention programs (MiniLit, Sounds Write) for students at particular risk in literacy skills.
- 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.
- Upper school extension problem solving tasks.

In 2023, 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 2023, staff participated in professional learning relating to intervention strategies in English and Numeracy.

Early Intervention Speech Therapy Program for Kindergarten and Pre-Primary Students

The Early Intervention Speech Therapy Program was again successful during 2023.

A total of 30 students received therapy during the year. Therapy was provided on a fortnightly basis to all the Kindergarten and Pre-Primary students.

Kindergarten

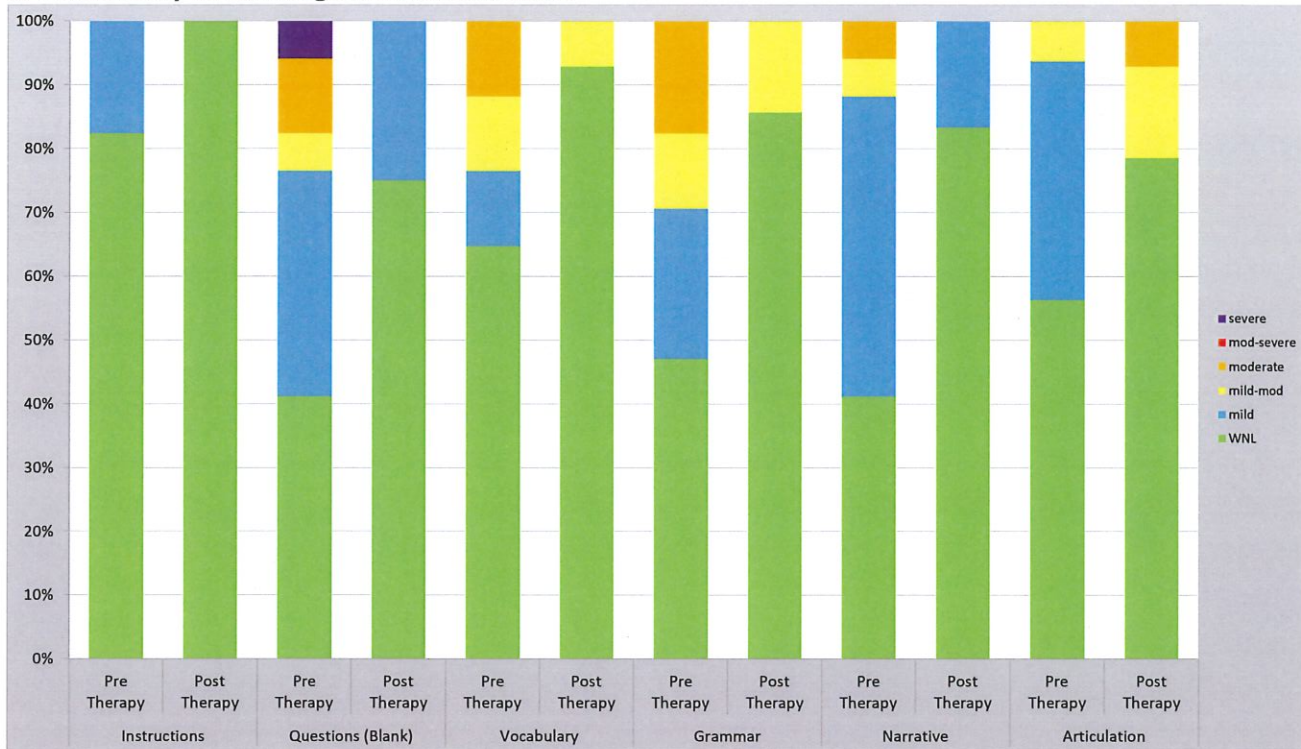
25 Kindergarten students, that were identified by the teachers and therapist as at risk, were screened and 20 students were placed into therapy groups. This year four students with special needs were also seen. These students were either seen as part of a group or received individual therapy when needed. All students received fortnightly therapy through Term 2 and 3. A review assessment was completed in Term 4. The students who are currently receiving individual therapy outside the school were not assessed.

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 the students' vocabulary, grammar and narrative skills showed great improvement. If you have a look at the graph below you will see that the percentage of students that were within normal limits for their vocabulary increased from 65% pre-therapy to 93% post therapy.

The students' grammar skills improved by 39%, where 86% of the students were within normal limits post therapy. The students' narrative skills also showed great improvement with 83% of the identified students within normal limits post therapy.

Data summary for Kindergarten Students 2023



I am very pleased with the students' improvement in their vocabulary and grammatical skills. I would like to show you the specific results from their assessments so you can fully comprehend their improvement. (NA-ST = not assessed, receiving private therapy)

Students	Vocabulary		Grammar		Students	Vocabulary		Grammar	
	Pre Therapy	Post Therapy	Pre Therapy	Post Therapy		Pre Therapy	Post Therapy	Pre Therapy	Post Therapy
1	54%	NA-ST	30%	NA-ST	10	49%	65%	30%	65%
2	63%	NA-ST	46%	NA-ST	11	78%	83%	62%	68%
3	68%	81%	59%	81%	12	71%	78%	24%	68%
4	56%	79%	35%	51%	13	68%	80%	35%	59%
5	40%	51%	27%	38%	14	38%	NA-ST	5%	NA-ST
6	71%	76%	38%	59%	15	58%	73%	38%	62%
7	66%	75%	41%	59%	16	68%	78%	24%	30%
8	60%	71%	51%	51%	17	36%	68%	14%	70%
9	NA	85%	NA	62%	18	26%	NA-ST	16%	NA-ST

Pre-Primary Therapy

Speech therapy was provided on a fortnightly basis to 13 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 on word level were therefore only assessed at the end of the year.

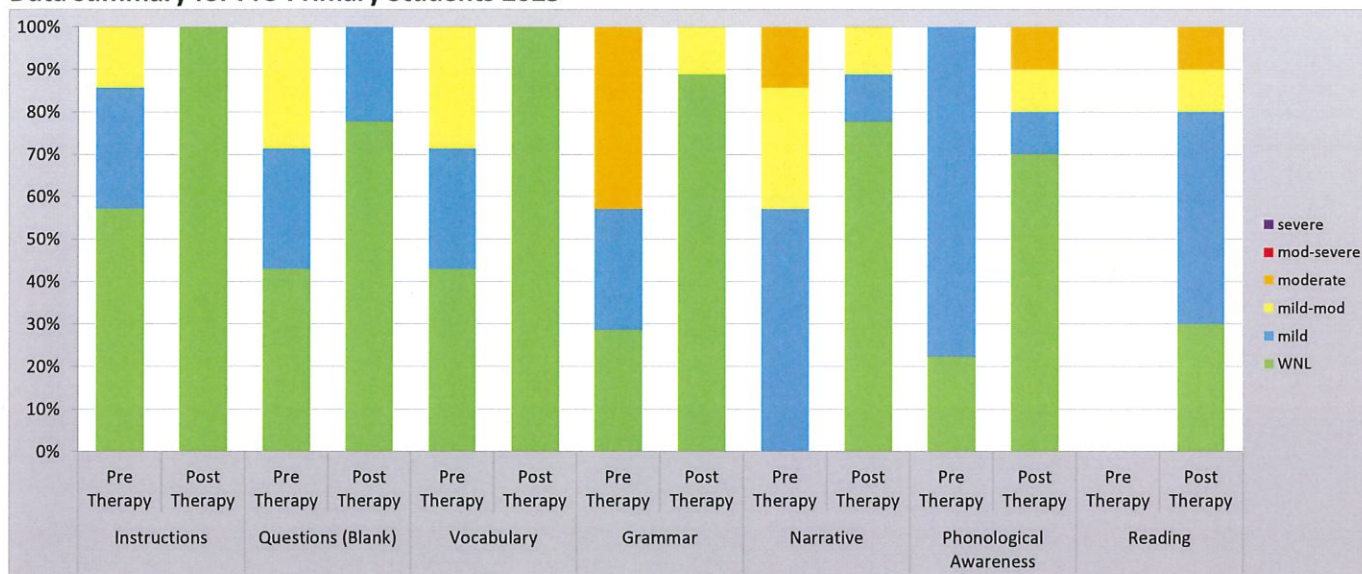
Although therapy mainly targeted the students' phonological awareness skills, most students also received therapy and homework to support their language development (comprehension, grammar and narrative skills).

The graph below shows that the students made great progress in their ability to follow detailed instructions as all the students was within the normal limit for their age at the end of the year. The students' vocabulary and grammatical skills also showed great improvement with 100% of the students within the normal limit post therapy for their vocabulary and an increase from 29% to 89% within the normal limit for their grammatical skills. Please also note that none of the students were within the normal limit at the beginning of the year for their narrative skills and 78% of the students are within the normal limit post therapy.

Lastly, please take a look at the students' phonological awareness and reading skills. Their phonological awareness showed great improvement with 70% of the students within the normal limit post therapy. Most of the students are starting to apply their phonological awareness skills to their reading and 80% of the students are within the normal limit or have only mild difficulties.

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 2023



See below specific results from the pre-primary students' assessments.

Students	Vocabulary		Grammar		Concepts & Following Directions	
	Pre Therapy	Post Therapy	Pre Therapy	Post Therapy	Pre Therapy	Post Therapy
1	61%	83%	41%	49%	25%	83%
2	88%	93%	73%	78%	58%	96%
3	58%	83%	32%	59%	21%	63%
4	71%	75%	57%	68%	46%	79%
5	45%	78%	27%	51%	25%	58%
6	NA-ST	83%	NA-ST	57%	NA-ST	50%
7	NA	83%	NA	59%	NA	92%
8	59%	80%	49%	57%	38%	58%
9	59%	80%	24%	65%	42%	83%

Recommendations for 2024

- Continued collaboration with teachers to target specific goals in line with the curriculum.
- Design specific programs for students falling below national minimum standards in collaboration with parents.
- Continue to explicitly teach the Pre-Primary students strategies to develop strong literacy skills and focus on the explicit teaching of phonics to strengthen decoding skills.

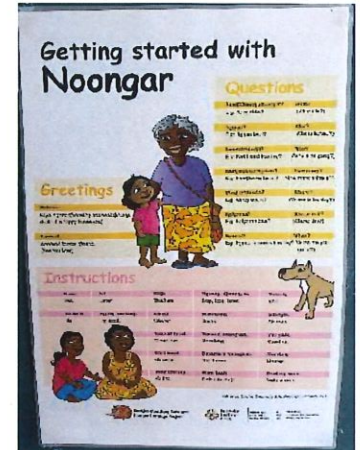
Follow up therapy on the articulation skills of Pre-Primary students are recommended as a number of students continue to have difficulties in this area.

HASS Review 2023

Humanities and Social Sciences is taught from Pre-Primary to Year 6 at Carine Primary School and is comprised of History, Geography, Civics & Citizenship and Economics & Business. Staff continue to integrate HASS across the other learning areas and with the cross-curricular priorities of Sustainability, Aboriginal and Torres Strait Islander histories and cultures, and Asia and Australia's engagement with Asia. We continue to effectively plan, teach, assess and make consistent, accurate and fair judgements by ensuring learning experiences link to the WA Curriculum, by using SCISA teaching and assessment resources and engaging in school moderation assessments. Students used a variety of higher order thinking skills and HASS Skills to think critically, solve problems, and make informed decisions. This was evident in student work samples which demonstrated students' abilities to propose actions in relation to real-world events and issues and justify ideas, opinions and explain different points of view. Teachers formally reported student achievement to parents based on the relevant HASS strands of their child's year level.

Committee

The HASS Committee continues to meet once a term to discuss the effective implementation of the HASS curriculum and cross-curricular priorities. Members determine the needs of both staff and students and actively work together to create a plan and solutions. The HASS Committee distributed more Noongar language posters to all classrooms to display at the beginning of 2023. The feedback from the staff was very positive and demonstrates the value placed in these new teaching resources. The RAP committee published its first plan in September 2023, focusing on small achievable goals throughout the community and classroom environment. The staff were given support to research high quality readers for their curriculum level. The HASS Committee continues to promote the teaching of significant celebrations and commemorations in Aboriginal and Torres Strait Islander cultures at a classroom and whole-school level. The "Aussie of the Month" program runs across the whole school in 2023 as a Civics and Citizenship strategy. The Committee continues to utilise the *Inquisitive* online platform from PP to Year 6 in 2023.



Harmony Day

Staff and students engaged in Harmony Day activities which celebrated the diversity of cultures and promoted acceptance, inclusivity and respect for all. Each classroom explored how all cultures make valuable contributions to our society. The students and staff were asked to celebrate Harmony Day by wearing orange or traditional clothing to represent their culture.



ANZAC Day

To commemorate this significant occasion, our school held a service where students who participate in community groups were invited to wear their uniform and represent the school. The service started with a student playing the bugle Last Post, which was followed by a minute of silence to honour the sacrifices made by the ANZACs. During this time, we reflected on the bravery and sacrifice of those who fought for our country. We also had some students lay a wreath at the school's memorial to pay our respects to those who have served our country.



NAIDOC Week

All students and staff engaged in NAIDOC activities throughout the week in classrooms and collaborated across year levels for a day of rotational learning experiences. This supported both staff and students to further extend their appreciation and knowledge of Aboriginal history, culture and language by immersing in a wide variety of activities. Students in the early years listened to a retelling of dreamtime stories and participated in craft activities. They also learned traditional dance and how they can tell stories through movement.

Students in the middle primary years worked to create actions to the song 'Bibbulumun Bonar: Six Seasons. They also learned about the First Astronomers using constellations to create calendars and seasons. The students created their own six season bookmark. Each year 3 class did one collaborative picture of different local areas with Noongar language. Tiles were scrambled randomly for students to choose, they then coloured their tile, using colourful sharpies. Once everyone was finished, we assembled it.

The senior students did the following activities as tabloids to engage, immerse and discuss various aspects of First Nation People. The activities that we did during the tabloids were: Dot hand painting; Read 'Family', an activity regarding roles and responsibilities of different family members; Indigemoji; Yarn Walkabout; Bush Mechanics and survival; and finally Watch My Place and discuss the tools, etc they used.

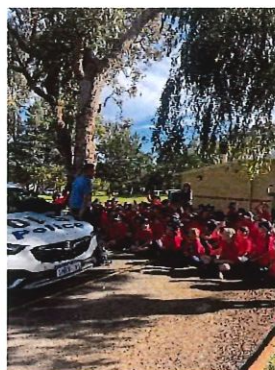


Excursions

The Year 4 Cohort organised an excursion to help us learn about the Civics and Citizenship curriculum. To make things more interesting, we had some special guests – the local police force! The police officers talked to us about their role in the community and how they help to keep us safe. They also showed us some of their equipment and tools, including their radios, handcuffs, and tasers. After the presentation, we had a Q&A session where we got to ask the police officers any questions we had. We learned a lot about their job and how they work to keep our community safe.

The Year 3 cohort had the opportunity to engage with RAC Little Legends, a program designed to teach children about bike safety and how to stay safe in the community. During the session, the children learned about the importance of wearing helmets and how to correctly fit them.

They also learned about basic bike maintenance, such as checking brakes and tyre pressure.



Recommendations for 2024/2025:

- Continue to integrate the HASS Curriculum and cross-curricular priorities with other learning areas and through significant dates, historical events and whole school celebrations/commemorations.
- Continue to utilise SCSA resources, make consistent judgements through school moderation assessments and develop HASS resources.
- Continue to implement the whole school Reconciliation Action Plan (RAP).
- Continue to embed Noongar language throughout the school during morning and afternoon greetings, school assemblies and school signage.

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 2024:

- Continual use of Cooperative Learning Strategies in parallel with the Values section of the School Operational Plan for 2024.
- 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 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 Review 2023

At CPS, we believe in making science education fun and engaging for everyone in the school community. Our science program follows the SCSA Science curriculum Science v8.1, giving students ample opportunities to explore and learn. Throughout the year, students engage in hands-on experience with questioning, planning, and carrying out investigations in fields like biology, physics, chemistry, and earth and space science.

We aim to help students learn science, understand it and see how it applies to their world. We focus on teaching science inquiry skills, helping them understand scientific concepts, and showing them how science is a part of human life. We aim to empower our students to think critically and solve problems creatively.

As part of a complete reporting cycle, students work towards demonstrating their understanding of science concepts and skills through various assessment pathways, such as PAT, SCSA moderation tasks, and formative and summative assessments aligned to the SCSA judging standards. In 2023, all years 3-6 students undertook the PAT science assessment. Moving forward, a focus is accumulating data that travels with students through the transition to high school at the end of the year. Generalised science data helps staff moderate grades correctly and track progress, which can be used to influence program effectiveness.

In 2023, providing students with diverse learning opportunities looked different in each classroom. Students participated in incursions and excursions, including workshops on SciTech and STEM at the museum. Throughout the school year, investigations were a regular occurrence. Providing context for students in a fast-paced world is becoming a necessity, and science as a human endeavour plays a significant role in teaching and learning for all our



- Develop and build more partnerships with the community and celebrate and utilise the expertise of community members to enrich learning experiences and engagement of students.
- Cultural professional development of staff to upskill our knowledge of teaching Aboriginal history, language and culture and utilising the Aboriginal Cultural Standards Framework.

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 2023 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.

students. Science Grant - Throughout the year, the science storeroom has undergone a complete makeover, with many outdated resources being replaced by new and exciting items such as a solar oven, light meters, pots, pans, STEM materials, high-powered LED torches, solar paper, workbench, and tools, among others. The Science budget has also been heavily invested in the maintenance of the vegetable patch. The water tank is regularly filled and emptied to support our productive raised beds. In the first semester of 2024, we aim to exceed last year's achievements, where we learned a lot and made essential changes to increase productivity, primarily by understanding the importance of regular weeding and feeding. Yes, picking weeds is crucial!



The UV monitoring system was purchased and installed. With a few tweaks left to ensure an accurate display, we are yet another step closer to providing timely and precise student data about their sun safety.

Science Recommendations for 2024

- STEM education within the school is an area we have identified as needing support. Encouraging and empowering teachers to embrace STEM learning collaboratively is a primary focus for 2024. As a science committee, we are hoping to organise and fund a STEM Day early in Term 4 to showcase the amazing resources and depth of knowledge we have at Carine. The being that year groups will create activities and rotate classes through these as a means to reignite the need for and desire to make STEM learning an everyday occurrence.





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 (Triple P) 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 2024 and beyond.

2024 school destinations of the 2023 student cohort

Destination Schools for 2024	2021	2022	2023
Carine Senior High School	74	66	72
Perth Modern School	1	2	0
Duncraig Senior High School	1	1	1
Churchlands Senior High School	4	2	1
Shenton College	0	1	0
Warwick Senior High School	1	0	0
Woodvale Secondary College	0	1	0
Bob Hawke College	0	0	2
Others	7	8	8

Parent Opinion Surveys (two-year cycle)

National Schools Opinion Survey 2023-Parent Global comments.

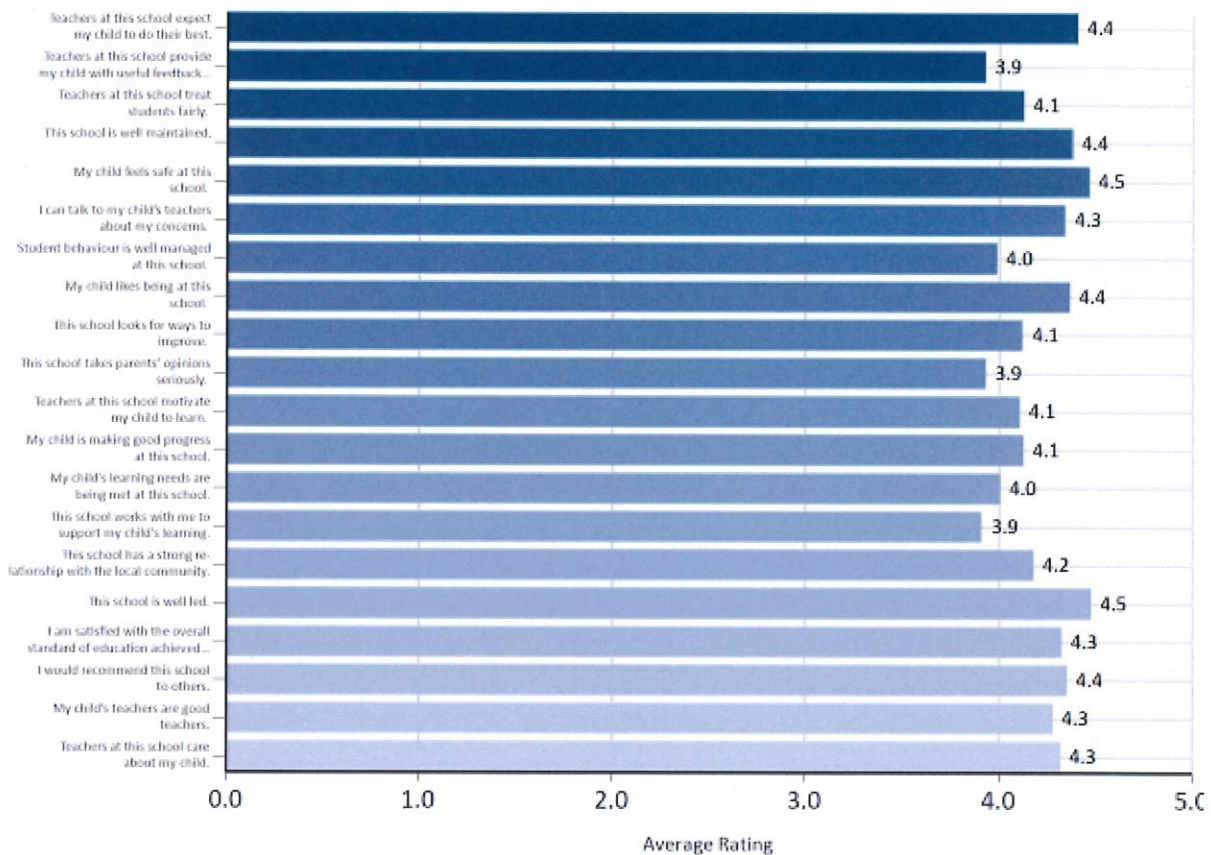
-Survey results are very positive and reflect the growing community sentiment in the school.

-All elements have improved significantly across the previous three opinion surveys.

In 2023, Carine PS distributed the National School Opinion Surveys. Results showed positive responses in the items surveyed. 150 parents completed the parent opinion survey and the results are entered below.

Areas that received the strongest rankings: My child feels safe at this school (4.5); The school is well led (4.5); I would recommend this school to others (4.4) Teachers expect my child to do their best (4.4); This school is well maintained (4.4); My child likes being at this school (4.4);

The areas that we will work on improving include; Teachers provide my child useful feedback (3.9), This school takes parents' concerns seriously (3.9) and the school works with me to support my child's learning. (3.9) While these areas are lower than others, ongoing improvements were made in almost all areas of the survey. (See comparison graph below.)



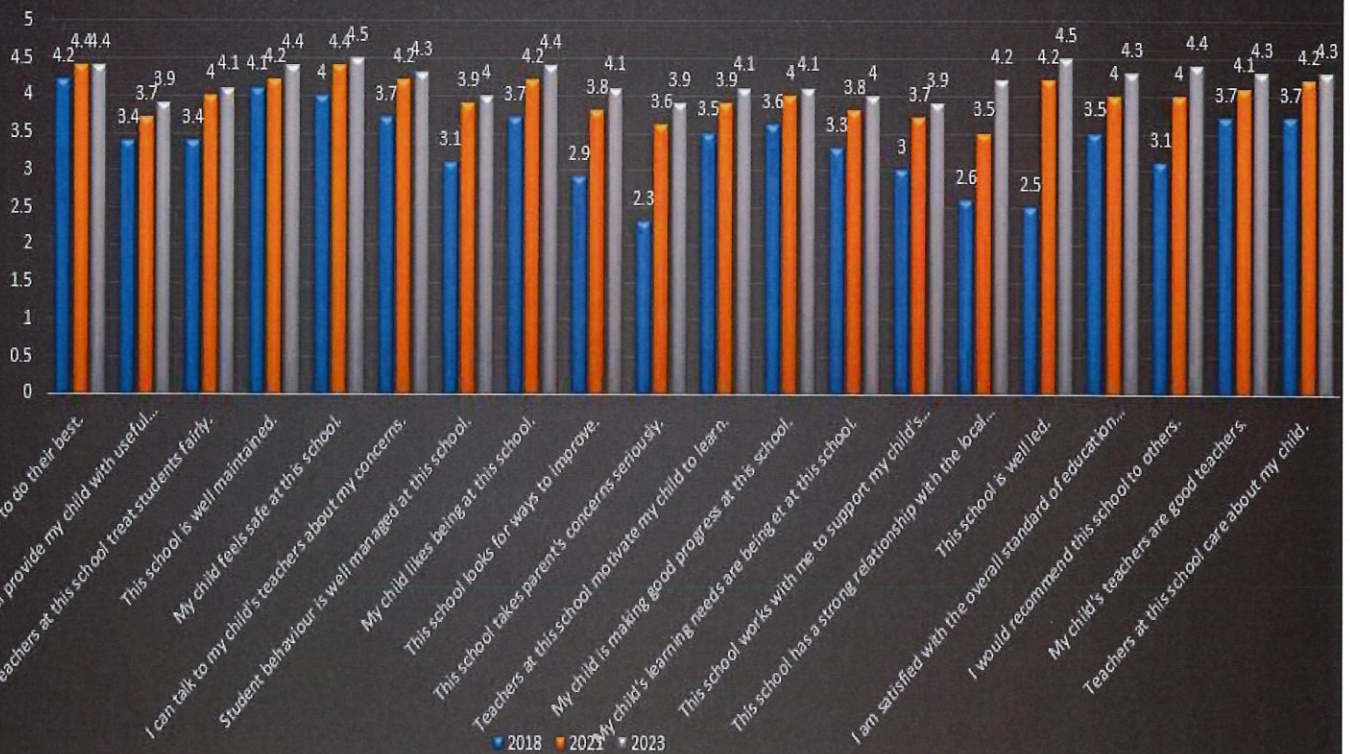
Parents were also given the opportunity to comment on those things they felt the school was doing well and also areas for improvements. The strongest responses identified were: The School Staff, The School Leadership, The Art program, The positive community and events and the school's academic focus.

Suggestions for consideration included; Parent /teacher communication (25), Behaviour (9) and SAER support(9). The school has looked carefully at all feedback from 2023 and made a number of planned changes for 2024. Some of these include:

- Improved communication practices between teachers and parents.
- Improved communication practices between the school and the community.
- Introduction of Visual Arts specialist classes in the school.
- Increased community events.
- Introduction of a Sustainability Committee which will develop strong, school wide environmental practices in the school, including recycling and waste management; sustainability gardens, plastic reduction, clean-up projects and working towards propagation to revegetate areas of the school and community.

As a result of the 2023 survey, the school has had ongoing discussions on feedback to parents, strengthening our values program with links to greater personal responsibility.

Parent Survey Comparison 2018, 21, 23



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's transition meetings have included writing and maths and explicitly teaching consistent study habits. The Carine Network also funded teachers' professional learning in Brightpath 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. Staff met with Poynter PS, Gwelup PS and Davallia PS to work on levelling writing across all year levels after attending professional learning in line with the Brightpath Writing tools.

The school's teachers and leaders took part in Growth Coaching PL to assist in mentoring teachers towards their identified goals, autism intervention programs, literacy professional learning and explicit Science learning development. We will continue to increase networking across our schools using the department's Connect technology.

As a new initiative in Term 4 2023, the Carine Network has initiated Network Committees for curriculum areas, particularly specialist areas. This allows specialist staff to spend one staff meeting per term in collaboration with the same specialist teachers from across the network. Carine PS Visual Arts specialists have taken the leadership role of organising the network's Visual arts Committee.

HIGHLIGHTS OF THE 2023 SCHOOL YEAR

The school upgraded the Kindy and Nature play areas.

We also added a Veggie Garden .

The P&C raised funds via many activities including Colour Run, pizza days, Mother's and Father's Day stalls, school disco night, Year 6 Graduation Breakfast.



KINDY
NATURE



Music
Concert
Burswood



VEGGIE GARDEN



Netball Lightning
Carnival

STUDENT COUNCILLOR VOTING



CSHS Band



Yr 6
Camp

Music
Concert



Art Festival



Carine Primary School Financial Summary as at 31 Dec 2023

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	235,415	235,415
Carry Forward (Salary):	267,667	267,667
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,384,350	5,384,350
Locally Raised Funds:	380,702	416,580
Total Funds:	6,268,133	6,304,012
EXPENDITURE		
Salaries:	4,956,193	4,956,193
Goods and Services (Cash):	961,998	918,631
Total Expenditure:	5,918,191	5,874,824
VARIANCE:	349,942	429,187

Endorsement

The 2023 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



Principal