

# 2024 ANNUAL SCHOOL REPORT

Carine Primary School

## **CARINE PRIMARY SCHOOL ANNUAL REPORT 2024**

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.

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 and staff. 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".

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 learning and wellbeing priorities.

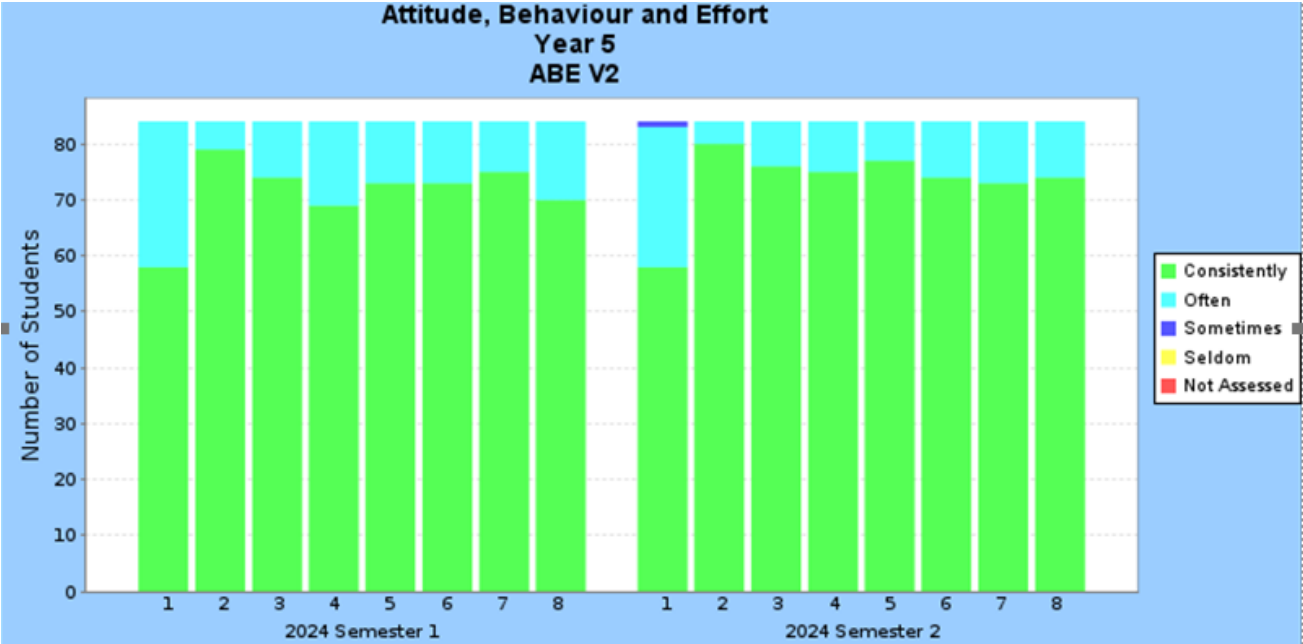
Every year, the school meets with parents in our early years, to share the school's vision and discuss the school's policies and procedures. We particularly encourage our new parents to access the range of school communications and to contact the school directly should they have any concerns or queries. 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.**

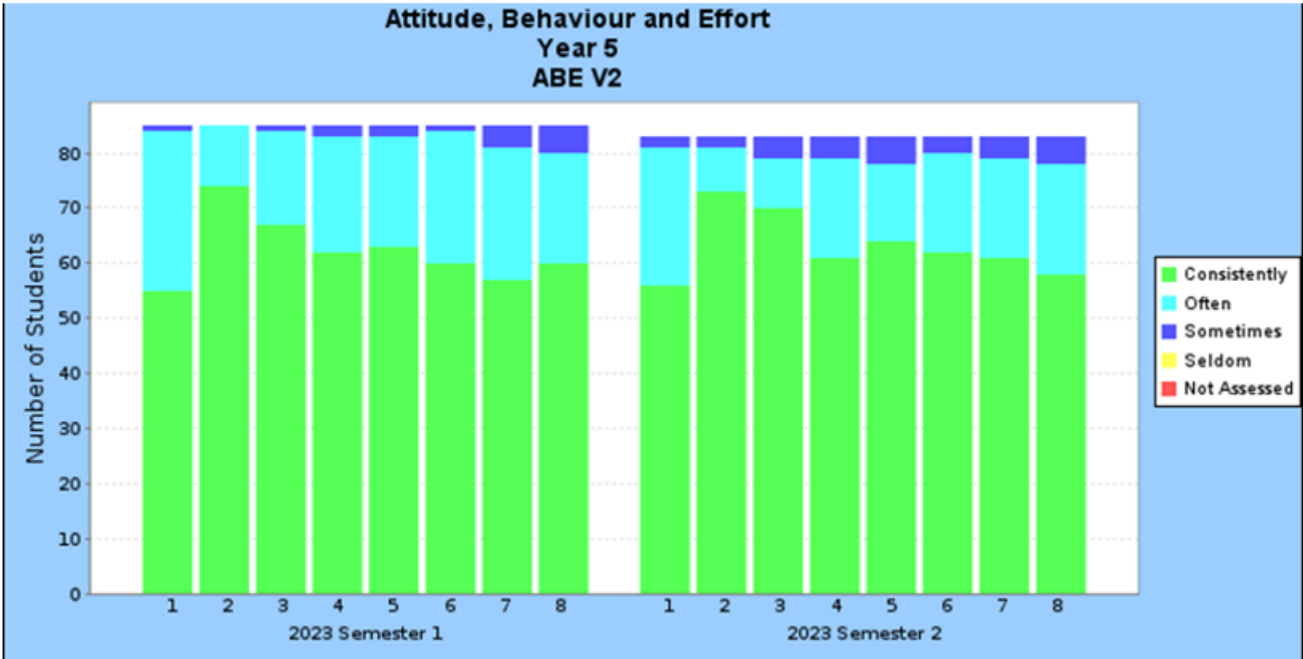
We have reviewed and continue to strengthen our Positive Behaviour Support approach, ensuring our students are guided and supported to demonstrate strong values. Our Code of Behaviour based around '3Ps and an S' where the first is 'People' (treat other people as you would like to be treated), the second 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 for 2024. Specifically, in the Year 5 example below, 100% of students in Semester 1, 2024; Attribute 2; showed a high level of self respect and care (the ‘consistently’ and ‘often’ group combined). This equates to 79 students in the consistently group and 5 in the often group. In Semester 2, similar results continued to show student respect and care for all Year 5 students. This data for 2024 has also shown a considerable positive upward trend toward the often and consistently attributes compared to the 2023 data as seen below.



The horizontal axis on both graphs 1 to 8 stand for the attitude, behaviour and effort attributes.



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 2020 – 2024

Excluding Kindergarten (52 students attending part time in three groups of approximately 18).

| 2024 Carine PS Full Time School Enrolments |      |      |      |      |      |
|--------------------------------------------|------|------|------|------|------|
|                                            | 2020 | 2021 | 2022 | 2023 | 2024 |
| Pre-Primary                                | 70   | 63   | 71   | 61   | 55   |
| Primary                                    | 475  | 477  | 469  | 519  | 464  |
| Total                                      | 545  | 540  | 540  | 580  | 519  |

## School Staff Numbers 2024

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              | 33             | 31                   | 67    |
| FTE    | 3.0            | 26.4           | 19.0                 | 48.4  |

## 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 |
| 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%             |
| 2024 | 93.8%          | 92.8%        | 91%               | 93.7%      | 81.2%        | 74.3%             | 93.8%  | 92.7%        | 89.4%             |

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 2024 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 |
|                   |                    | 2024           | 2024         | 2024              |
| Exceeding         | 481 and above      | 32%            | 32%          | 16%               |
| Strong            | 368 - 480          | 48%            | 49%          | 44%               |
| Developing        | 282 - 367          | 10%            | 13%          | 22%               |
| NAS               | 281 and below      | 9%             | 9%           | 16%               |

NAS = NEEDS ADDITIONAL SUPPORT

| Proficiency Level | NAPLAN Score Range | Year 5 Reading |              |                   |
|-------------------|--------------------|----------------|--------------|-------------------|
|                   |                    | School         | Like Schools | WA Public Schools |
|                   |                    | 2024           | 2024         | 2024              |
| Exceeding         | 555 and above      | 26%            | 36%          | 17%               |
| Strong            | 448 - 554          | 54%            | 51%          | 48%               |
| Developing        | 377 - 447          | 18%            | 10%          | 21%               |
| NAS               | 376 and below      | 3%             | 3%           | 13%               |

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. These 'at risk' students complete the evidence based explicit small group reading intervention program *MiniLit*, where they are monitored regularly. 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 2024. 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.



Whole school participation in National Simultaneous Storytime 2024

| Proficiency Level | NAPLAN Score Range | Year 3 Numeracy |              |                   |
|-------------------|--------------------|-----------------|--------------|-------------------|
|                   |                    | School          | Like Schools | WA Public Schools |
|                   |                    | 2024            | 2024         | 2024              |
| Exceeding         | 493 and above      | 19%             | 18%          | 8%                |
| Strong            | 378 - 492          | 64%             | 62%          | 50%               |
| Developing        | 311 - 377          | 12%             | 17%          | 27%               |
| NAS               | 310 and below      | 5%              | 3%           | 13%               |

NAS = NEEDS ADDITIONAL SUPPORT

| Proficiency Level | NAPLAN Score Range | Year 5 Numeracy |              |                   |
|-------------------|--------------------|-----------------|--------------|-------------------|
|                   |                    | School          | Like Schools | WA Public Schools |
|                   |                    | 2024            | 2024         | 2024              |
| Exceeding         | 577 and above      | 22%             | 25%          | 11%               |
| Strong            | 451 - 576          | 59%             | 62%          | 53%               |
| Developing        | 386 - 450          | 18%             | 12%          | 23%               |
| NAS               | 385 and below      | 1%              | 2%           | 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 2024.

In the Year 5 Numeracy 2024 table above the Proficiency Exceeding Level of students' performance showed an 10% increase compared to WA Public Schools in 2024 bringing us closer to Like Schools by a 3% difference. Students' achievement in 2024 compared to Like Schools will continue to be monitored and addressed in 2025. 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 2025**

- 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.
- Continue to 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 2024, staff participated in continual 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 2024, 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 in 2024. A total of 26 students received therapy during the year. Therapy was provided fortnightly to all the Kindergarten and Pre-Primary students.

#### **Kindergarten**

30 Kindergarten students, who the teachers and therapist identified as at risk, were screened and 18 students were placed into therapy groups. This year, two students with special needs were also seen.

The teachers and therapist also identified four students who were referred to the Language Development Centre for Pre-Primary placement. Viva Speech Pathology completed two of the students' applications. Both applications were successful, but only one of the students accepted their placement.

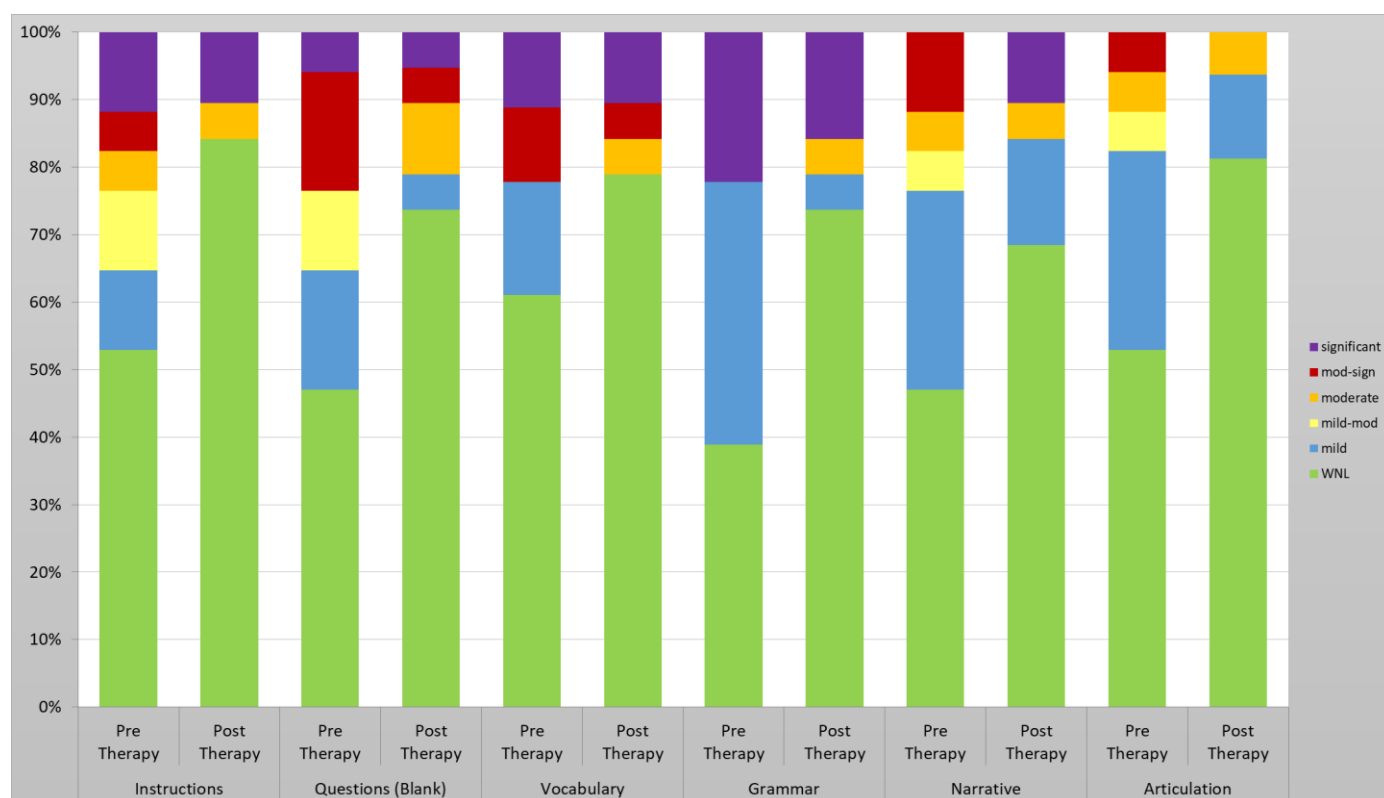
All the identified students were seen as part of a group or received individual therapy when needed. All students received fortnightly therapy through Terms 2 and 3. A review assessment was completed with all the students in Term 4. The students receiving individual therapy outside the school were not 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' ability to follow instructions and answer questions, as well as their grammatical skills showed significant improvement. If you look at the graph below, you will see that the percentage of students within normal limits for their ability to follow instructions increased from 47% pre-therapy to 74% post-therapy.

The students' ability to answer Blank questions improved by 31%, where 84% of the students were within normal limits post-therapy. The students' grammatical skills also showed significant improvement, with 74% of the identified students within normal limits post-therapy.

## Data Summary for Kindergarten Students 2024



### Pre-Primary Therapy

Speech therapy was provided on a fortnightly basis to 8 Pre-Primary students. These students were new students identified by their teachers and students who required continued therapy after Kindergarten.

The main focus of therapy for pre-primary students is their phonological awareness skills, which give them a solid foundation for their literacy skills. From term 3 onwards, the students' ability to apply their phonological awareness skills in early literacy and reading activities is also targeted in therapy. Their ability to read at a single word level was, therefore, only assessed at the end of the year.

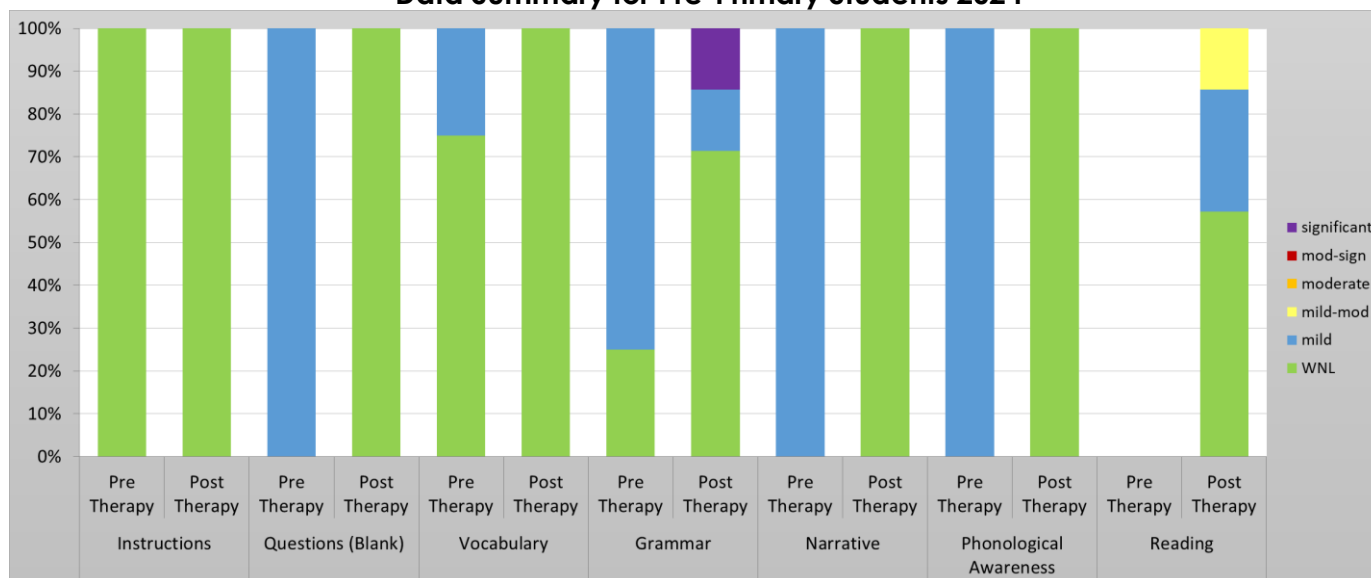
Although therapy mainly targeted the students' phonological awareness skills, they also received therapy and homework to support their language development (comprehension, grammar and narrative skills), as the students also had mild difficulties in these areas.

The graph below shows that the students made significant progress in answering questions, developing their vocabulary, narrative skills and phonological awareness. At the end of the year, all the students were within the normal limit for their age. However, some students scored on the lower end of the normal range and still need to be supported and closely monitored to ensure they consolidate all the necessary skills.

The students' grammatical skills also showed significant improvement, with 71% of the students within the normal limit post-therapy, an increase of 46%. Lastly, please look at the students' single-word reading skills. Most students started applying their phonological awareness skills to their reading, as 85% are within the normal limit or have mild difficulties.

These results would not have been possible without the fantastic teamwork, constant communication and feedback between the teachers and the therapist.

## Data Summary for Pre-Primary Students 2024



## Recommendations for 2025

- Continued collaboration with teachers to target specific goals aligned with the curriculum.
- Design specific programs for students below national minimum standards in collaboration with parents.
- Increased focus on explicitly teaching the Pre-Primary students' strategies to develop strong literacy skills and teaching phonics to strengthen decoding skills.
- Incorporate basic writing skills into therapy and reading simple sentences from the second semester.
- Follow-up therapy on the articulation skills of Pre-Primary students is strongly recommended, as several students continue to have difficulties in this area after kindergarten.

## HASS Review 2024

Humanities and Social Sciences (HASS) continued to be taught from Pre-Primary to Year 6 at Carine Primary School in 2024, encompassing the subject areas of History, Geography, Civics & Citizenship, and Economics & Business. Staff remained committed to integrating HASS across other learning areas and embedding the cross-curricular priorities of **Sustainability, Aboriginal and Torres Strait Islander Histories and Cultures, and Asia and Australia's engagement with Asia**.

Teachers effectively planned, taught, and assessed HASS in alignment with the WA Curriculum, utilising SCSA resources and engaging in whole-school moderation tasks to ensure consistency and fairness in judgments. Students continued to use a range of higher-order thinking skills to critically analyse and interpret real-world issues. Work samples demonstrated students' ability to propose informed actions, justify opinions, and engage in discussions reflecting a variety of perspectives. Formal reporting to parents was based on each year level's relevant HASS strands.

## Committee

The HASS Committee met once per term to ensure the consistent and meaningful implementation of the curriculum and cross-curricular priorities. Staff were supported through resource sharing, planning collaboration, and professional conversations focused on improving student engagement and outcomes.

In 2024, the committee distributed **additional Noongar language and culture resources** to all classrooms, further embedding First Nations perspectives in everyday learning. Feedback was again positive, reflecting the growing cultural awareness and appreciation within the school community.

Following the launch of the school's **Reconciliation Action Plan (RAP)** in 2023, this year saw continued focus on achievable goals that foster respect, relationships, and opportunities for Aboriginal and Torres Strait Islander peoples. Teachers were encouraged and supported to access quality readers and resources that reflect a range of voices and cultural perspectives.

The **"Aussie of the Month"** award continued across the school as a valued Civics & Citizenship initiative. In 2024, the committee engaged in discussions about how to strengthen the program and increase student voice. As a result, a new structure will be implemented in 2025: **students in Years 3–6 will vote for one recipient per year group**, and the winners will be formally recognised at the **fortnightly whole-school assembly**.

This change aims to encourage greater student involvement, ownership, and peer recognition within the school community. The **Inquisitive platform** remained a key planning and teaching resource across all year levels from Pre-Primary to Year 6.

### Harmony Day

Harmony Day celebrations in 2024 encouraged students and staff to reflect on the importance of inclusivity, belonging, and respect. Classrooms explored the valuable contributions of different cultures to Australian society. Staff and students wore orange or traditional cultural dress, helping create a vibrant and meaningful whole-school celebration of diversity.

### ANZAC Day

This year's ANZAC service was a thoughtful and respectful event. Students involved in community groups proudly wore their uniforms and participated in the ceremony. A student performed the **Last Post** on bugle, followed by a minute of silence and the laying of a wreath at the school memorial. The service offered a meaningful opportunity for students to reflect on the courage and sacrifice of past and present servicemen and women.



### NAIDOC Week

In 2024, NAIDOC Week was celebrated through a range of classroom-based and collaborative activities designed to deepen students' understanding of Aboriginal and Torres Strait Islander histories, cultures, and contributions.

- **Early years** students engaged with Dreamtime stories, traditional dancing, and storytelling through movement and craft.
- **Middle primary** students created actions to the *Bibbulmun Bonar: Six Seasons* song, explored Aboriginal astronomy, and designed bookmarks representing the six seasons.
- **Senior students** rotated through interactive tabloid-style sessions including dot painting, bush survival skills, Indigenous digital emoji creation (*Indigemoji*), and traditional storytelling.

These experiences allowed all students to develop a greater appreciation for First Nations cultures and fostered a sense of unity and respect across the school.



### Recommendations for 2025:

- Continue to integrate the HASS Curriculum and cross-curricular priorities through classroom learning, significant events, and whole-school initiatives.
- Maintain the use of SCSA resources, school moderation, and data-informed teaching practices to ensure consistent and fair assessment.
- Further implement and reflect upon the school's Reconciliation Action Plan (RAP), building connections with local Aboriginal communities.
- Continue to embed Noongar language in daily routines, signage, and whole-school communications.

- Expand community partnerships and invite local experts and Elders to enhance learning and deepen cultural connections.

Provide cultural professional learning opportunities for staff, guided by the **Aboriginal Cultural Standards Framework**, to continue building knowledge and confidence in teaching Aboriginal and Torres Strait Islander histories, cultures, and perspectives.

### **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 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, Quality Teaching Standards (QTS) and the annual Focus papers, including Focus 2024 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**. 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', differentiation 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 2025:**

- Continue explicit teaching and the integration of the Values with all learning areas across the school and year levels.
- 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 motivated staff and engaged students.
- To continue the partnership with the local high school (Carine Senior High School) to implement and support positive routines to promote linked initiatives.

#### **Science Review 2024**

At CPS, we are committed to delivering a science education that is both stimulating and inclusive for the entire school community. Our science program adheres to the SCSA Science Curriculum Version 8.1, providing students with comprehensive opportunities to explore scientific concepts in depth. Over the course of the academic year, students actively participate in practical, inquiry-based learning experiences that involve formulating questions, designing and conducting investigations, and engaging with key disciplines such as biology, physics, chemistry, and earth and space sciences.

Our goal is to support students in learning and comprehending scientific principles while recognizing their relevance to the world around them. We place a strong emphasis on developing scientific inquiry skills, deepening their understanding of core scientific concepts, and highlighting the integral role science plays in everyday life. Through this approach, we seek to empower students to think critically and approach problem-solving with creativity and confidence.

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 2024, all years 3-6 students undertook the PAT science assessment. 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 2024, providing students with diverse learning opportunities looked different in each classroom. Students participated in incursions and excursions, including workshops from SciTech and Supersonic Science. 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 students.



### Science Recommendations for 2025

STEM education within the school is an area we have identified as for development. Encouraging and empowering teachers to embrace STEM learning collaboratively is a primary focus for 2025.

As a science committee, we will 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 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.

**Destination Schools – 2025 school destinations of the 2024 student Year 6 cohort (Male:33, Female:50, Total:86)**

| Destination Schools                   | Male      | Female    | Other | Total     |
|---------------------------------------|-----------|-----------|-------|-----------|
| <b>Carine Senior High School</b>      | <b>33</b> | <b>44</b> |       | <b>77</b> |
| <b>Churchlands Senior High School</b> | <b>1</b>  | <b>2</b>  |       | <b>3</b>  |
| St Stephen's School                   | 1         | 1         |       | 2         |
| Mercedes College                      |           | 1         |       | 1         |
| Sacred Heart School                   | 1         |           |       | 1         |
| St Mary's Anglican Girl's Sch         |           | 1         |       | 1         |
| <b>Warwick Senior High School</b>     |           | <b>1</b>  |       | <b>1</b>  |

**Parent Opinion Surveys (two-year cycle)**

National Schools Opinion Survey 2023-Parent  
Global comments.

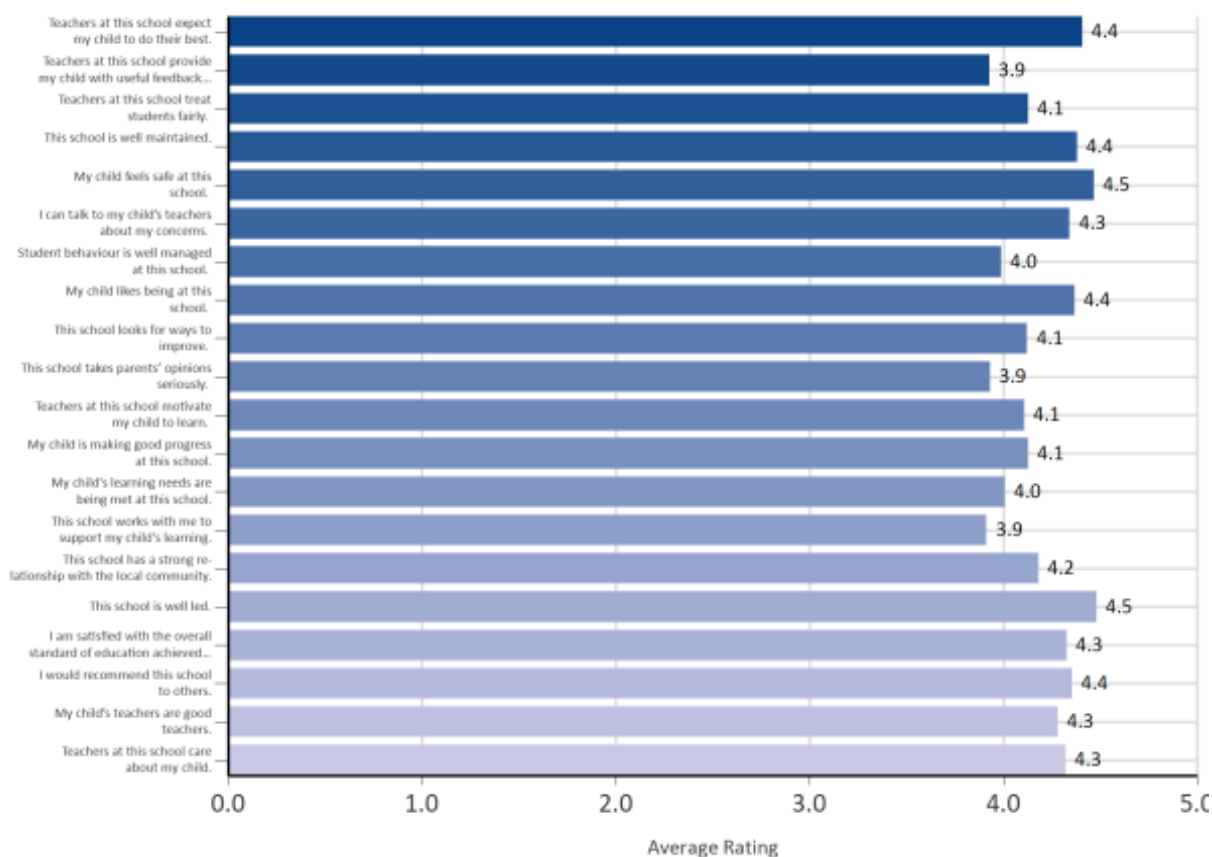
-Survey results are very positive and reflect the growing community sentiment in the school.

-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.)

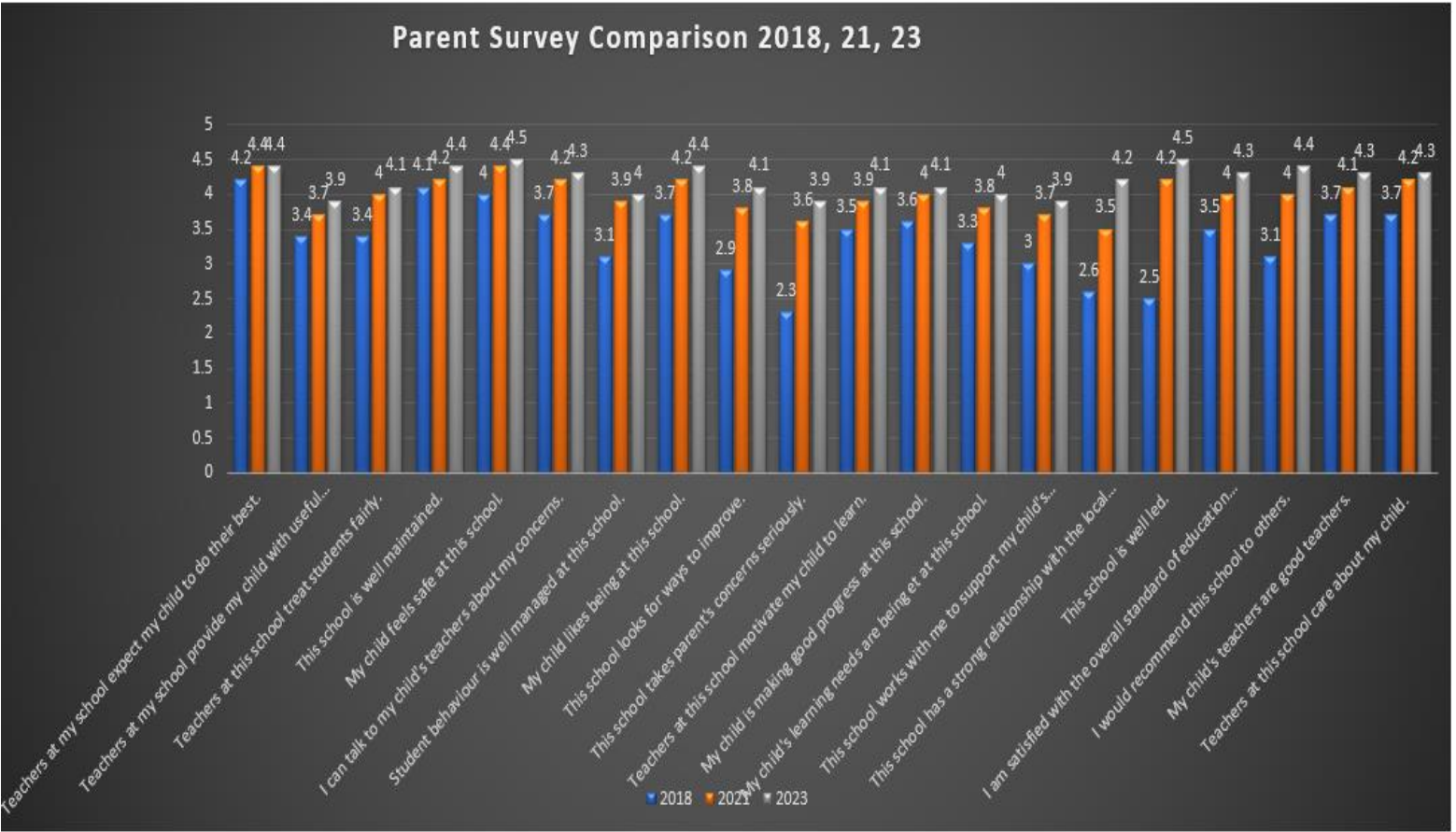


Parents were also given the opportunity to comment on those things they felt the school was doing well and also areas for improvements. The strongest responses identified were: The School Staff, The School Leadership, The Art program, The positive community and events and the school’s academic focus.

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.



## **PRIORITY 5: ENHANCING STUDENT OPPORTUNITIES THROUGH EFFECTIVE COMMUNITY PARTNERSHIPS NETWORKS**

### **The Carine Network of Schools**

We continue to expand 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 Differentiation Practices.

The school's teachers and leaders took part in other development and identified goals, such as 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.

The Carine Network continued the initiated Network Committees for curriculum areas throughout 2024, 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 continued in 2024 to take on the leadership role of organising the network's Visual arts Committee.

# HIGHLIGHTS of the 2024 SCHOOL YEAR



## Carine Primary School Financial Summary -31 Dec 2024

|                                                    | Current<br>Budget (\$) | Actual YTD<br>(\$) |
|----------------------------------------------------|------------------------|--------------------|
| <b>SALARIES</b>                                    |                        |                    |
| Appointed Staff                                    | 4,714,157              | 4,714,157          |
| New Appointments                                   | 0                      | 0                  |
| Casual Payments                                    | 560,411                | 560,411            |
| Other Salary Expenditure                           | 8,740                  | 8,740              |
| <b>Total Funds:</b>                                | <b>5,283,308</b>       | <b>5,283,308</b>   |
| <b>GOODS AND SERVICES (CASH EXPENDITURE)</b>       |                        |                    |
| Administration                                     | 31,945                 | 40,956             |
| Lease Payments                                     | 0                      | 0                  |
| Utilities, Facilities and Maintenance              | 142,608                | 154,153            |
| Buildings, Property and Equipment                  | 294,247                | 257,011            |
| Curriculum and Student Services                    | 327,528                | 324,729            |
| Professional Development                           | 8,036                  | 12,472             |
| Transfer to Reserve                                | 35,000                 | 35,000             |
| Other Expenditure                                  | 0                      | 4                  |
| Payment to CO, Regional Office and Other schools   | 2,607                  | 760                |
| Residential Operations                             | 0                      | 0                  |
| Residential Boarding Fees to CO (Ag Colleges only) | 0                      | 0                  |
| Farm Operations (Ag and Farm Schools only)         | 0                      | 0                  |
| Farm Revenue to CO (Ag and Farm Schools only)      | 0                      | 0                  |
| Camp School Fees to CO (Camp Schools only)         | 0                      | 0                  |
| <b>Total Funds:</b>                                | <b>841,971</b>         | <b>825,085</b>     |
| <b>TOTAL</b>                                       | <b>6,125,279</b>       | <b>6,108,393</b>   |

